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ABSTRACT

The document comprises a transportable performance-based model for preparing occupational education leaders/administrators. Based on a graduate program developed and implemented at Illinois State University at Normal and Southern Illinois University at Carbondale, the model's taxonomy consists of seven broad performance areas: (1) program planning and implementation; (2) staff recruitment; (3) personnel development and management; (4) program operation; (5) program management; (6) management of physical facilities, supplies, and equipment; and (7) public relations. Materials are organized into four sections. Section 1 is an introduction to the model and sets forth the model's overall framework and structure. Section 2 provides a brief discussion of some of the rationale, philosophy, and foundations that support the model, and a bibliography of resources. Section 3 provides samples of activities for all 159 performances and selected instructional materials for each of the model's 27 performance clusters. The final section is an individual portfolio assessment system with directions for use. (MW)

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OCCUPATIONAL EDUCATION LEADERSHIP:
A Performance-Based Approach

FINAL REPORT

Occupational Education Administration (Program Phase)

Conducted under Contract with:

The Illinois Board of Vocational Education and Rehabilitation,
Michael J. Bakalis, Executive Officer

Division of Vocational and Technical Education
Sherwood Dees, Director

Professional and Curriculum Development Unit
William E. Reynolds, Coordinator

Project Number: PDT-B4-076

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Many individuals made significant contributions to the development of this transportable model for the preparation of Occupational Education leaders. An estimate indicates that about 100 individuals were directly and substantively involved and this does not count family members, students and colleagues who have been either positively or negatively influenced because of the involvement of a father, teacher or friend.

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The thirteen interns, their cooperating administrators and the university supervisors who provided the project staff with essential information are the real developers of this model. If those who attempt to implement this model do so with the dedication of those who developed it, than their success in this endeavor will be assured.

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W.S.R.

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PREFACE

The following material comprises a transportable model program for preparing occupational education leaders/administrators. Although the model was primarily designed for and tested in Illinois, it is believed that it has applicability in other states as well. The entire design is based on a comprehensive, in-depth analysis of the occupational education leader/administrator role and has subsequently been validated through implementation in several Southern Illinois school systems and on the campus of Southern Illinois University at Carbondale.

The designers intend this work to be used as a guidebook or handbook for:

- College and University departments and professors preparing occupational education leaders/administrators,as a curriculum guide and instructional resources manual.
- Leaders/administrators in educational agencies that cooperate in the preparation of occupational education leadership personnel. For them it outlines 159 essential leader/administrator performances students are to master and provides a be-

fore and after assessment technique and recording system useful in monitoring student ability to perform.

- Occupational education leadership/administration students in classroom/laboratory settings and/or internship situations. Students are provided an outline of performances to be mastered, lists of appropriate learning resources and samples of activities, the mastery of which serves as evidence of the specific level of learning attained.

Materials are organized into four sections. Section I is an introduction to the model and sets forth the model's overall framework and structure. Section II provides a brief discussion of some of the rationale, philosophy, and foundations that support the model and a complete bibliography of resources. Section III provides samples of activities, for all 159 performances, successful mastery of which is indicative of a specific learning proficiency level and selected instructional materials for each of the model's 27 performance clusters. The final section, Section, IV, is an individual portfolio assessment system complete with directions for use.

The materials included in this model can be used in a great variety of ways. For example, section III and IV can be combined as a rather complete syllabi of curriculum units and references for pre and/or inservice instruction; applicable sections can be fused into graduate level courses; and individual sections can be used independently for planning or reference purposes.

What It Is Not: The guidebook is not designed to be a textbook for any one course or a series of graduate courses for adoption by an occupational education administration department or program. Although certain sections might find such use the designers' believe that graduate level professors and entrepreneurs generally would want to design a preparation program that best fits their own professional and institutional needs and expectations. Further, professionals being the creative group that they are it is probable that they would reject anything that was completely packaged and securely tied as not allowing for the assertion of their own special genius and insight. Therefore, what we have provided is a guidebook that a user can employ as a resource from which to pick, choose, combine, and structure learning experiences as he/she sees fit.

What It Is: This work is designed to be a transportable model adoptable by and adaptable to leader/administrator preparation programs, particularly in the State of Illinois. It is a handbook of useful helps and resources organized according to a format that permits any section, sub-part, or combination of parts and sections to be used by occupational education leadership/administration program planners and/or implementers as they see need.

BACKGROUND AND OVERVIEW

Expansion and broadening of vocational education in public schools accompanied by a national concern for career education at all levels of the educational system has created a need for professional personnel to lead viable occupational education programs. Along with increased emphasis upon world-of-work education for all students has come a realization that school leaders in general have not been equipped by their programs of academic preparation to deal with the myriad problems that attend sound vocational program planning, implementation and assessment.

He Is Responsible

The school situation in regard to vocational education has come into the spotlight because responsibility for decisions regarding local vocational and/or career education programs has been shifted from the state level and placed squarely on the local school district. Generally school leaders in past years had merely to follow the requirements promulgated by the designated state vocational education official and the local program would be approved to receive state and federal funds. In recent years because of the press for accountability and better planning, school districts have been required to develop appropriate local plans for vocational education in grades K-12. One important feature of the typical local plan is the requirement that one person be designated as responsible for its implementation. In some cases where there is no certified vocational director, the school superintendent has accepted this responsibility as his own. In other cases he has delegated the responsibility to someone, usually a building principal or a curriculum director holding the appropriate administrative credential. In still other situations the chief school administrator has assigned the duties related to managing the vocational program to a promising vocational teacher who does the work but is not given an administrative title because he does not hold the administrative certification.

Innovation in Illinois

Against this background the Professional and Curriculum Development Unit of the Illinois Division of Vocational and Technical Education issued an RFP (Request for Proposal) for two teacher education institutions to develop a model performance-based graduate program which would lead to the preparation, certification and employment of qualified leaders of vocational education programs in Illinois schools. A cooperative project was awarded to a consortium composed of Illinois State University at Normal and Southern Illinois University at Carbondale.[1] The model program that was developed as a result of this effort was then made the basis for follow-up projects which required two universities to each enroll qualified students in order to implement the previously developed model performance-based graduate program in Occupational Education. Both institutions, that have worked together to develop the performance-based model, continued with the implementation phase.

THE MODEL

Through the work of Ramp and Anderson,[2] performances have been identified for the leader of occupational programs. These performances have been translated into specific behavioral statements and organized into a taxonomy consisting of seven performance areas:

1.0 Program Planning and Implementation
2.0 Staff Recruitment
3.0 Personnel Development and Management
4.0 Program Operation
5.0 Program Management
6.0 Management of Physical Facilities, Supplies and Equipment
7.0 Public Relations

These performance areas are the superstructure of the model and are used as the broad parameters of instructional content (see Figure 1).

Figure 1

PROGRAM PLANNING AND IMPLEMENTATION - PERFORMANCE AREA 1

Occupational Program Planning 1.1	External Resources and Planning 1.2	Analyzing Operational Programs 1.3	Improving Instruction and Curriculum 1.4

- continued -

Figure 1 (continued)

STAFF RECRUITMENT - PERFORMANCE AREA 2

Writing Job Descriptions 2.1	Analyzing Applicant Credentials 2.2	Interviewing Candidates 2.3	Choosing Staff Members 2.4

PERSONNEL DEVELOPMENT AND MANAGEMENT - PERFORMANCE AREA 3

New Staff Orientation 3.1	Staff In-service 3.2	Organizational Climate 3.3

PROGRAM OPERATION - PERFORMANCE AREA 4

Scheduling Staff 4.1	Student Teachers 4.2	Advisory Committes 4.3	Data Collection and Reports 4.4
Work Place Safety 4.5	Curriculum/ Time Evaluation 4.6		

PROGRAM MANAGEMENT - PERFORMANCE AREA 5

Supervisory Functions 5.1	Occupational Program Follow-Up 5.2	Management Style Development 5.3	Complying With Legislation 5.4

MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES AND EQUIPMENT - PERFORMANCE AREA 6

Facility and Equipment Budgeting 6.1	Purchasing Equipment 6.2	Utilizing Physical Facilities 6.3

- continued -

Figure 1 (continued)

PUBLIC RELATIONS - PERFORMANCE AREA 7

Ascertaining Public Opinion 7.1	Publicizing Occupational Programs 7.2	Working with the Community 7.3

Within the model's superstructure, further suborganizing and factoring of the performances into 27 clusters has been specified. Each of these clusters consists of two parts: (1) a statement of condition or situation, and (2) one or more of the 159 performance statements. A typical cluster is the following one (cluster 2.1) from the Staff Recruitment Performance Area.

Condition: Given a packet of job descriptions, and other relevant data, the occupational education leader will be able to:

Performances:
- a. determine sources from which applications may be received, i.e., colleges and universities.
- b. determine alternate sources of employees such as neighboring schools and industry.

From the preceding description, it can be seen that the model not only organizes the 159 performances into a taxonomy but also specifies in behavioral terms the basis on which to assess a given performance.

IMPLEMENTATION

Besides the rather standard graduate school activities of registering for course hour credits, pursuing readings and taking examinations, three rather unusual aspects have been and are hallmarks of the Leadership Development Program explicated in this model: (1) a tri-partite educational network, (2) a portfolio of proficiency development, and (3) a comprehensive, full year internship in a cooperating educational institution (see Figure 2).

Figure 2

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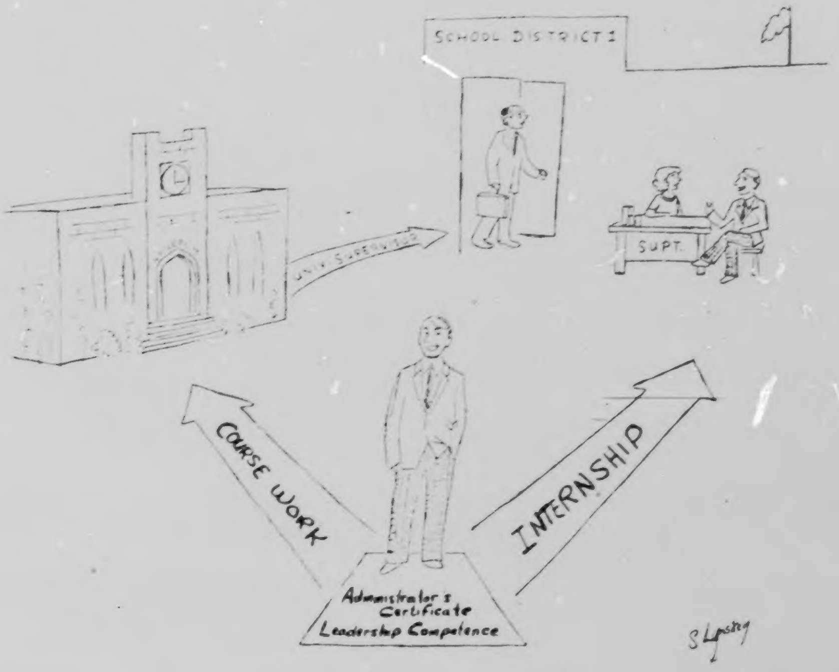
SCHOOL DISTRICT I
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COURSE WORK
INTERNSHIP
Administrator's Certificate
Leadership Competence

Tri-Partite Educational Network

Through a Memorandum of Agreement signed by both the cooperating educational institution and the university, an educational leadership development endeavor combining the efforts of a practicing educational leader, an occupational education intern, and university professors is established. This means that practicing vocational leaders and interns are admitted formally as co-operators of the program. Daily internship supervision is the role of a cooperating leader who arranges organizational participation for and proficiency development by an intern. A cooperating education institution provides an intern with an average of two hours per day when he pursues activities which relate to proficiency development as outlined in the portfolio.

Provided by the university are weekly classroom instruction sessions and internship coordination by a professor. The classroom sessions include discussions of pertinent reading materials, workshops and seminars by state office personnel and private sector personnel, simulations of administrative performances, and intervention strategies for organizational development. These sessions are built basically upon the model's 159 performance statements and related internship concerns as reported by university coordinators. Thus, the program including classroom sessions is linked both to professional leadership requirements through the portfolio performance statements and to actual on-the-job occurrences through the university internship coordinator.

Portfolio of Proficiency Development

The blueprint for the entire program of leadership development is the individual's portfolio. It outlines for the three parties involved in the educational network the framework in which at least 159 performances are to be developed. Included for each of the performance statements are a pre-assessment and a post-assessment, both of which are similar in format. An assessment system based on Bloom's taxonomy[3] and Gronlund's application[4] is used. Basically, for each performance statement the intern assesses his level of cognitive proficiency development at (1) None, (2) Knowledge, (3) Comprehension, (4) Application, (5) Analysis, (6) Synthesis, and (7) Evaluation.[3] The date of the pre-assessment (beginning of program) and the date of the post-assessment(s) are entered as well as the methods of attainment. Signatures by the cooperating leader and university coordinator indicate that they concur with the marked level of proficiency. Guidance to the three parties in marking the appropriate level of proficiency achieved is given in an accompanying section of this book which suggests a typical performance at each proficiency level for each performance statement. Affective domain assessments are also made in a similar manner.

A humanizing and individualizing provision of this performance-based assessment system, however, is the encouragement of student-suggested criteria upon which to judge proficiency achievement. In other words, the suggested typical performances for each level of proficiency are indicators, not rigid ends in and of themselves.

For purposes of the program, competence (a minimally acceptable proficiency) is designated as at least the Comprehension level of cognitive proficiency and the Receiving level of affective proficiency in 90% of the performances.

The portfolio also places squarely on an intern the onus of competency development. Since the performances (including those suggested by the intern) are clearly outlined at the beginning of the program, their successful accomplishment becomes the intern's basic responsibility. To achieve a necessary competency, he/she can pursue internship activities, relay (through a university coordinator) competency development concerns into the classroom setting for resolution, attend workshops; and if the internship, classroom activities, and other planned experiences fail to develop competency, he/she can design his/her own activities for competency development. Continuing periodic post-assessments at lower levels of proficiency than program expectations, i.e., lower than the "Comprehension" and "Receiving" levels of proficiency, indicates that an intern is in need of help in competency development.

Daily Internship

Theory meets practice in the internship. Because of the tripartite educational network mentioned earlier, all participants become learners. Thus, the flow of information is not just university outward to another educational institution: a reverse flow to the university is at a high level and is a mechanism for the continued adjustment of the program.

University coordinators visit the intern in his/her internship setting on a regular schedule. Discussions are held concerning the intern's progress as well as his/her problems, and many ideas and solutions are suggested on the spot. Proficiencies that need strengthening and intern concerns that cannot be resolved during a visit are communicated in writing by university coordinators to the education staff members who in turn design appropriate classroom activities (simulation, etc.) aimed at common problems.

Experience to date indicates that the beginning (or motivating) idea and place of proficiency development may be different for each intern. For instance, some interns gain new knowledge in classwork discussions of theory which when applied in internship practice become the springboard of growth. Others on the same performance find internship practice or a coordinator's visit to be the beginning of growth later tested and verified by a study of theory in the classroom.

CONCLUSION

The validity of the original performance-based model seems to be supported by the experience of those who have participated. All student participants thus far have secured leadership positions in occupational education. Types of positions range from a local directorship, through a junior college deanship, to an assistant superintendency for occupational programs. Comments from cooperating administrators and university personnel support the model's validity.[6]

Co-operators of the project believe that both classroom and internship experiences are necessary components to successfully implement the model. A "best fit" of internship and classroom is difficult to assign because of individual intern differences. Given the opportunity to develop proficiency in both classroom and internship, the two seem to reinforce each other.

A program depending heavily on internship experiences must select the cooperating leader with care. A knowledgeable, cooperative, and concerned leader/supervisor who is in daily contact with the intern is of critical importance to a successful individual internship. In addition, the intern and his cooperating supervisor expect to be visited by university personnel, appreciate it, and are apt to express resentment if they believe they have not recieved their share of the visitation schedule. The visitation conveys to them that they are important cooperators of the program and that time and resources are being expended by the university for their benefit.

The Division of Vocational-Technical Education State office is so important to the operation of occupational programs statewide and in the services available to schools that it is a requirement that each occupational education leadership intern spend time there. A Division of Vocational-Technical Education organization chart and personnel roster come to life as the intern connects personalities with programs and services.

The ultimate existence of a performance-based program such as the one described herein will depend upon rather flexible certification criteria. For example, provision will probably need to be made for proficiency development outside the usual university campus-based course requirements.

In general, those who have worked with the model are of the opinion that the outcomes to date have been most worthwhile. Participants who have completed the program have been launched into new careers, and because of the internship are able to function as leaders of occupational education with almost no lost time for orientation. Personnel in educational institutions who have worked with the project are enthusiastic about the program, and several have requested that they be included in other cooperative arrangements at a future time. Campus professors exhibit a new awareness of, and respect for, a performance-based curriculum for all school personnel.

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[1] Edward Anderson and Wayne S. Ramp, A Competency Based Model Graduate Program in Occupational Education Administration. A report on a joint project between Southern Illinois University at Carbondale and Illinois State University at Normal; Project Funding Agency: Board of Vocational Education and Rehabilitation, Division of Vocational-Technical Education, Project numbers PD CA2-128 and PD CA2-157, Springfield, Illinois, June 30, 1972. (Eric No. ED 066-566)

[2] Ibid.

[3] Benjamin S. Bloom, Editor, Taxonomy of Educational Objectives. New York: David McKay Company, Inc., 1956 and 1964.

[4] John Gronlund, Stating Behavioral Objectives for Classroom Instruction. New York: MacMillan and Co., 1970.

[5] Bloom, op.cit., 1956.

[6] Wayne S. Ramp and James C. Parker, The Implementation of a Model Competency Based Graduate Program in Occupational Education Administration. A Final Report; Project Funding Agency: Board of Vocational Education and Rehabilitation, Division of Vocational-Technical Education, Project numbers PDT-A3-083 and PDT-A3-084, Springfield, Illinois, September 15, 1973, pp. 28-37.

Program Planning & Implementation: Performance Area 1

Before an Occupational Education Leader can consider program Planning and implementation, he must consider the over-all program

Figure 3

as well as the various parts. In other words, he must provide a final series of goals, and, at the same time, provide a "road map." Quality education is the logical super-highway to run across the map.

Most persons would agree that numerous problems-differing widely in content, scope, types of people to whom they are important, and in the intensity with which people complain about them face the nation's schools today. Some of these problems may embody extremely serious concerns and might well result in great setbacks in the educational opportunities that the schools provide students unless time and money are allocated for their solution. Other problems, even though the subject of frequent complaints, may not be as serious as some of those with which they compete for resources. And still other problems may not even be valid for some school districts, despite complaints. Perhaps because of the perplexity which such a profusion of problems creates, many schools try to pinpoint causes of problems and look for solutions before the problems themselves are well understood. How can instructional planners rationally determine which of the many problems that they face most deserve their attention? One approach is to reflect a few critical issues that face any program dedicated to successful education. Some of these are:

(A) Providing the necessary culture:

A student needs to learn the language and culture of society, and the school needs to learn about and appreciate the language and culture of the student.

(B) Providing individual opportunities:

One of the primary goals toward which the educational system must address itself is to provide every student an opportunity to acquire the skills, knowledge and values that will enable him to earn a livelihood for himself, regardless of the level at which he exits from the educational system. Such skills must not be confined solely to manipulative skills but must include the various activities that will contribute to his personal and societal development as well.

(C) Providing the necessary financial means for change:

Despite the large numbers of people and expenditures involved, there is no formal economic policy that formulates decisions regularly made about education, nor is complete data available to help address the many specific questions involved, including those having to do with efficiency and equity in the allocation of educational resources.

(D) Providing clearer understanding of potential conflicts:

The planning of the vocational education leader is significant in providing paths to avoid potential conflicts. A teacher needs an awareness of and a sensitivity to those things about each individual that will most affect his educational development. Many influences besides an individual's abilities, interest, and knowledge of occupations affect how he views the compromises required in making an occupational choice, and many times these influences are so subtle that the individual is not even aware they exist. For example some of the most powerful of these influences are home and cultural setting and availability of employment.

(E) Providing for mobility through vocational education:

The fact that today's pace of technological programs sometimes results in skills and whole occupations becoming obsolete as soon as they are mastered is almost certainly a major cause of current social fragmentation and frustration. Vocational education's current trend towards the preparation of students for careers not just jobs, probably holds the potential to result in occupational education being a solution to such problems rather than a cause.

In conclusion, vocational education has a much broader scope than training people for jobs. While one of its most worthy functions is preparation for and/or increase of proficiency within an occupation, vocational education also has the potential to help solve societal problems and serves as a transmitter of cultures, skills, knowledge, and values.

Recruitment: Performance Area 2

In the selection of personnel, school philosophy is an important ingredient. Before there can be a "meeting of the minds" among various groups of school personnel in a given district, it is important to formulate a common philosophy. Such philosophy should be developed cooperatively among board of education members, administrators, teachers, nonprofessional personnel, community representatives, and students. It should be not only broad in reflecting the desires and aspirations of the community but also unique to the individual school district.

Supporting an educational institution's philosophy should be purposeful and unambiguous school policies. As persons apply for positions in a given school district, an administrative consideration will be whether or not each individual applicant can relate satisfactorily to established policies. Implied is that the duties and functions of the person who is to fill a post be analyzed and clearly set forth as a part of the district's policies.

Figure 4

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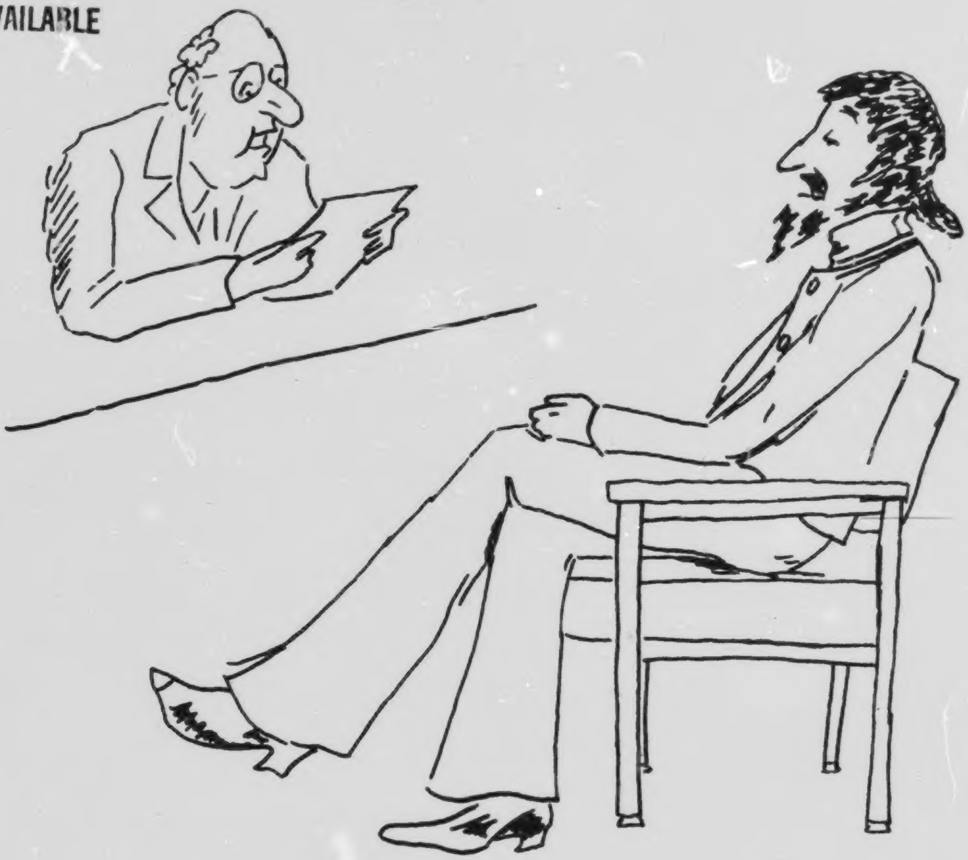

A factor that should be considered is the idiosyncratic nature of the personnel coming into the organization. Studies of organizations show rather conclusively that an organization, if it wants to make optimal use of its professionals, must structure itself freely enough to capitalize upon the aspirations of individuals and encourage exceptional performance. Discrimination that affects the freedom of the mind is not conducive to exceptional performance.

In addition, organizational opportunities and expectations must be thoroughly explained to all new members. The areas covered should include organizational goals and objectives, contracts, and policy for promotion and transfer, dismissal and retirement.

Particularly when the turnover is great within a given year, the first order of business once school commences is to develop an orientation workshop for new teachers. During orientation a discussion, of the current school philosophy and policies, the curriculum, and administrative procedures should be carefully explained. Experienced teachers can ably help conduct such a workshop. Community personnel can also participate, because it is essential for new teachers to learn how outside resources may be adapted for the benefit of education.

The early months of the first year of teaching in a given institution are quite often a desirable time for a teacher seminar. Sometimes a planned set of meetings are appropriate while at other times a more informal arrangement subject to call by interested individuals is best. The informal phase often renders opportunities for ascertaining leadership abilities and at the same time stimulates experimentation.

The first few months of employment of new teachers are probably the most important in developing positive attitudes toward the educational institution. Many constructive things can result from programs that integrate persons into a system. There is no single program that is perfect, but a positive program will do much toward making new teachers an integral part of the organization. Quite often new teachers make mistakes because they are not aware of current practices and many hours of valuable time are lost when new teachers are required to "find their way around" in carrying out the expected program of the school. A printed set of rules and regulations and a list of appropriate consultants are basic in pointing new teachers in desired directions.

It is highly advisable for new teachers to develop friendly relationships with each other. More experienced teachers within the district are in a position to give much help to the new teachers. Some school systems appoint an experienced teacher as advisor for each new teacher.

From the moment of a teacher's employment, his professional development requires that he be concerned with his relationships with others. Ideally a teacher should be involved in school activities so that his interests and his voluntary and creative efforts are enlisted from the start. The new teacher needs to develop a sense of timing in order to determine the appropriate point at which to assume the responsibilities of his role.

Personnel Development and Management: Performance Area 3

Personnel development, and personnel administration are key considerations in this section. Chris Argyris believes there is an inherent conflict between a healthy human personality and the demands made upon him by organizational life if organizations are administered according to traditional "principles of organization." Argyris finds that three mechanisms through which the organization frustrates the mature employee, and encourages immature ones to stay that way, are (1) the formal organization structure, (2) directive leadership, and (3) managerial controls. By imposing uniformity of action and limiting freedom of behavior, Argyris claims managers are using human potential inefficiently and are paying a heavy price in terms of absenteeism, turnover, apathy, gold-bricking, and other forms of covert rebellion against the dependency imposed by formal authority and control.

Figure 5

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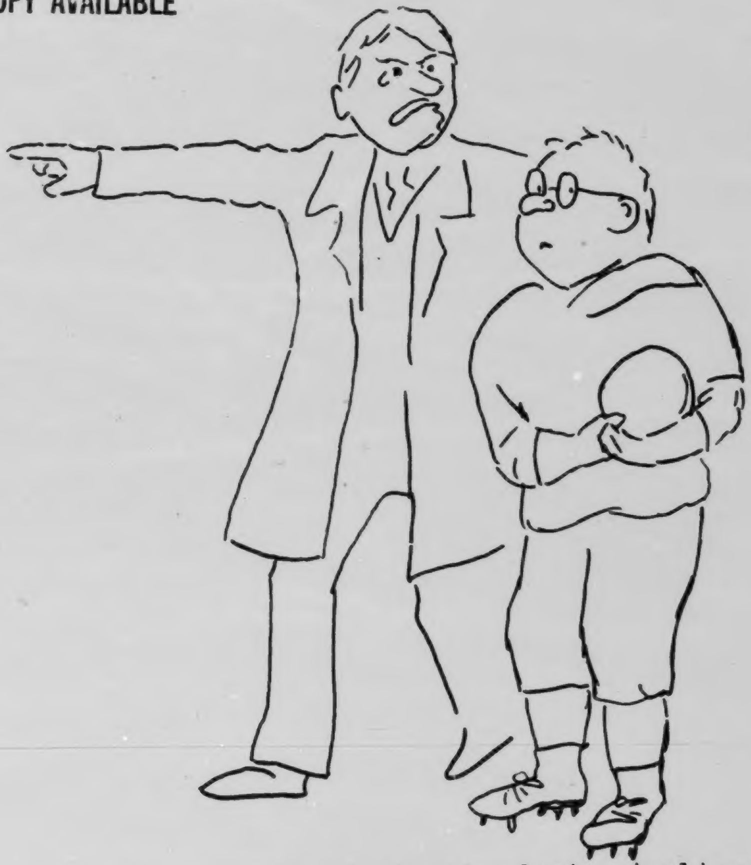

Thus, the occupational education leader should generally be aware of the patterns sought for his institution. Some of these are:

(A) The role of vocational education:

Vocational education is part and parcel of all societies. Because it is basic, widespread, and multidemensional, it is sometimes poorly understood even by those who associate closely with it. Vocational education is so important that it cannot be left to professionals alone.

(B) The role of the teacher

Teachers are becoming more professional. Professionals keep abreast of new techniques and practices and adjust delivery systems for individual clientele. Not only the day-to-day experience of students but also the kinds and characteristics of delivery systems will vary according to individual short and long-range plans.

School assignments need to be made clear and each individual should be placed in a job where his training and experience is the greatest. Good personnel relations require the assignment of teachers to their major fields of study and State departments of education have aided by requiring each teacher to have a certificate for the type of position in which he/she is teaching. When there are several instructors teaching the same subject, it is desirable to consider the preferences of the teachers involved. Other things being equal the teacher who is assigned to the job he requests, in line with his/her qualifications and experience, produces the best results.

The second consideration must be to give each teacher a just work load. Some major considerations of a teacher's work load are, (1) class size, (2) type of class, and (3) number of similar different classes. Major consideration must also be given to the number of hours per week required of each teacher, in the classroom as well in extra curricular actives. There are some assignments in which the paper-work is much heavier than in others, and there are other assignments where laboratory work is time-consuming, and these factors should be considered. It is important that the principle of equal pay for equal work be maintained.

Teacher relationships need to be clearly understood. These include dealings with the board of education, the administration, and the community.

1) The Board of Education

The relationships of teachers to boards of education vary greatly throughout the nation, and two of the major reasons are the size of the school district and the community involved. Nevertheless, boards of education are the legally responsible bodies for developing local educational policies and programs. In carrying out these policies and programs, boards employ agents, teachers and administrators, to fulfill their goals herefore, teachers have a direct and contractual relationship with the board to carry out specified programs.

2) The Administration

The board of education is mentioned more frequently in state statutes than any other group or person in the operation and maintenance of public schools. Next in frequency is the superintendent. He has some duties spelled out for him by statute and other duties delegated to him as the executive officer of the school system. Teachers work through and with one superintendent in designing and operating educational programs. Good personnel relations call for a partnership and cooperative effort between admistration and teachers.

3) The Community

American public schools belong to the people because they were established by them for the purpose of serving the educational needs of youth. To carry out this public ownership principle is to accept the responsibility that the schools should reflect the best aspects of the community. This principle also carries with it the community's responsibility for an interest in its school system and the teaching profession in bringing forth the best possible program of education.

(C) The Employer and Employee:

The need for a "meeting of minds" or commonality of educational positions is based on the belief that to be effective, (1) organizations should be directed by explicit goals and (2) persons in organizations should identify psychologically and behaviorally with the stated goals. Every organization needs creative variance but each organization must also move toward certain commonly held ends or goals. If subgroups (e.g., administrators and teachers) are at odds over a long period of time about the purposes of the organization, purposeless drift probably will occur, or worse, destructive conflict will rip the organization apart. Vocational leaders will need to spend much time stating, modifying, clarifying and restating the goals of vocational programs. Not only must the teacher subgroup be a part of the goal-setting process but also other significant subgroups (e.g., parents, students, employers, boards of education) must be a part of the process. Without concensus among significant consituencies regarding organizational goals and in this case vocational goals, there can be little rationality about program thrusts, little group identification with program results and little group and personal belongingness in the organization's various vocational programs.

(D) The need to provide job satisfaction:

According to Herzburg's two-factor theory of job satisfaction the primary determinants of job satisfaction are intrinsic aspects of the job, called motivators (e.g., achievement, recognition, the work itself, responsibility, and advancement), whereas the primary determinants of job dissatisfaction are environmental factors, called hygienes (e.g., company policy and administration, supervision, salary, interpersonal relations with co-workers and working conditions).[1] Researchers and managers alike are increasingly attending to the way jobs are designed as an important aspect in determining the motivation, satisfaction, and performance of employees at work.

(E) The need for experimentation:

The attitude the employer takes in encouraging experimentation and the response to that encouragement taken by the employee are two essentials to examine when assessing the level of experimentation in a given school system. For example, if accountability becomes so rigid that little or no experimentation is encouraged or undertaken, then educational progress will have been dealt a setback.

In summary, personnel development and management depends upon interrelated sets of legal, psychological, and operational variables. Occupational education leaders would be well advised to be cogizant of these varibles and to exercise them in the best interests of a school's pupils and educational programs.

Program Operation: Performance Area 4

The development of operational competency requires that Education provides for various students more voluntarism, more options, less time for some and more time for others who want to fuse education more organically with their lives. Combinations of general education and professional training are shifts in the ecology of learning away from solely the classroom teaching and into a variety of problem areas and learning centers augmented by electronic media.

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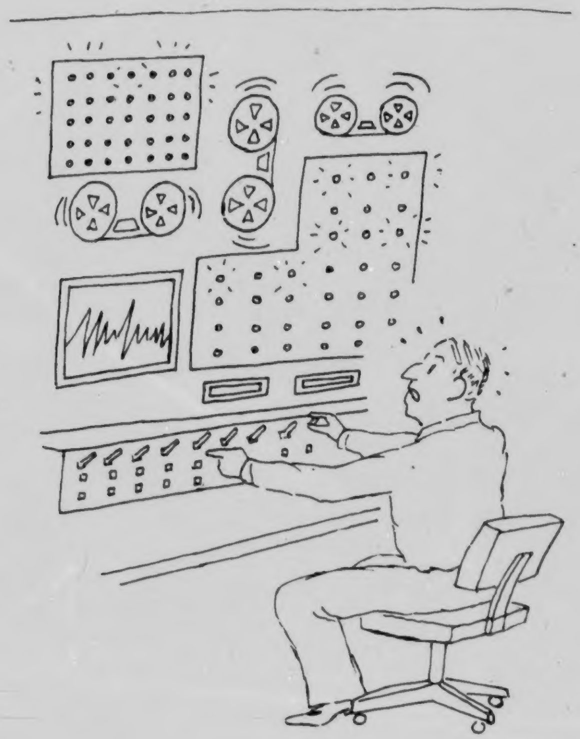
Figure 6



Vocational education has never been operated as a "required" part of American education. Instead, from the time of the Smith-Hughes Act in 1917, vocational education has always been pictured as one of several educational alternatives from which individuals could choose. This has been true whether such education has been offered as part of a comprehensive educational institution or in a separate vocational school.

New directions in organization development depend upon a critical assessment of the present. One method of conducting such an analysis is illustrated by the following six step process:

1. Identify the specific major developmental needs facing the organization and its employees.
2. Be ready to achieve a more complementary relationship between formal and informal organization during organizational development.
3. Stress a closer integration of diagnostic and action-oriented role models so that one "looks while he leaps," and continues looking as he acts.
4. Place emphasis on the task concerns of managers while educating them in behavioral processes.
5. Achieve a collaborative planning and problem-solving relationship between experts and managers in designing programs.
6. Improve the integration of packaged materials with the unique demands of each organizational situation.

It has been demonstrated that behavior change depends upon more than knowledge, that training the mind does not necessarily influence management behavior or practice. The emphasis in management development is shifting away from giving a person the traditional intellectual experiences of new knowledge, toward more ego involvement of the management student or trainee. Numerous methods have been developed to give a vicarious experience, such as case study, the incident method, role-playing, and simulation exercises. Beyond such intellectual and vicarious experiences are attempts to improve management behavior directly by helping the manager develop greater self-awareness and social sensitivity.

Current experiments in using laboratory training among selected groups of actual or potential managers indicate a cautious movement by industrial organizations and educational institutions toward influencing management behavior directly. Starting with the experimental programs of the National Training Laboratory for Group Development in Bethel, Maine, in 1947, there has accumulated an impressive amount of experience and research data which suggests that laboratory training may be a major forward step in bridging the gap between behavioral science knowledge and management practice. If opportunities to experiment with new forms of interpersonal behavior are needed for the manager to become effective in modern organizations, laboratory training, in its many forms and dimensions, may be used as a tool for such development.

One of the most important concepts in vocational education is that everyone needs preparation for employment. To an increasing degree, schools are expected to provide preparation for the world of work as an important part of the curriculum from kindergarten through adulthood. The needs of individuals in the world are as broad in scope as life itself.

If the school is a community committed to the growth of all its members, deliberate opportunities must be made for utilizing the problems that inevitably arise for growth rather than sweeping them aside as hastily as possible. The conflicts and crises that crop up naturally when groups of people, particularly those representing several cultural backgrounds, must work together should be confronted and examined to see what can be learned from them.

One can easily agreee with Dr. Norman Vincent Peale on the desirability of being positive at all times, but mankind often is weak here--to the degree of being negative. Negative climate can do great injury to program operation.

Finally one must insure that long-range goals will be considered as well as short-range ones. It should be recognized by both faculty and others that goal setting is a contribution which perhaps can best be made by carefully defining the roles of various persons in the planning process and by limiting the decisions which are required of the different groups. The occupational education leader must organize and guide his staff in the formulation of goal-supporting objectives. Having set up the machinery for this purpose, he should devote much of his time to the effective implementation of objectives.

The leader desiring realistically to shape administrative effort to improve and maintain progress in staff relations should take more than a cursory look at the staff problems and scheduling difficulties. He must scrutinize not only the actual work but also the reasons for any burdensome difficulties.

One of the main difficulties that the occupational education leader encounters in introducing improvement measures is the belief of many teachers that new methods are more burdensome than traditional ones. He should consequently show willingness to discard outmoded procedures and to provide extra time and new facilities that innovative practices may require. Improved procedures, in short, should, replace, not simply add to, outworn methods and materials.

The occupational education leader must provide the necessary materials and equipment for his teachers. School schedules usually assume that classes will be approximately uniform in size. Arrangements may be made, however, for special classrooms. This can help both the teacher, and students, and result in a better product. Permission for teachers to utilize flexible and creative scheduling makes it possible to include special activities in the school day. The end result should result in more uniformity in total staff loads, broader planned methods, better scheduling, and a more complete educational product.

A significant aspect of assisting new and experienced teachers concerning a more complete understanding of policies, regulations and institutional objectives is for the occupational education leader to "bridge the gap" between (1) current policy and practices and (2) the goals of the future. It is thus essential to provide an environment that will stimulate scholarship and encourage experimentation.

A school derives its existence and lifeblood from the community. Yet the school is still obliged to re-emphasize and point out the leadership part it plays in the community. This means that it must constantly capitalize on its close relationship with the community in order to improve its fixed goals. The occupational education leader must thus devote much of his time to recruiting labor and business officials in addition to professional and technical experts. The establishment of advisory committees and the effective utilization of them is another important assignment the occupational leader must assume.

Program Management: Performance Area 5

Management of an occupational education program requires that administrators consistently provide leadership and teachers consistently teach in accordance with a meaningful value system that reflects the best of a community's character. Once this occurs and faculty, staff, and students are all tuned to a common frame of reference, an occupational education leader can plan to meet educational goals in an efficient yet mutually acceptable manner.

Figure 7

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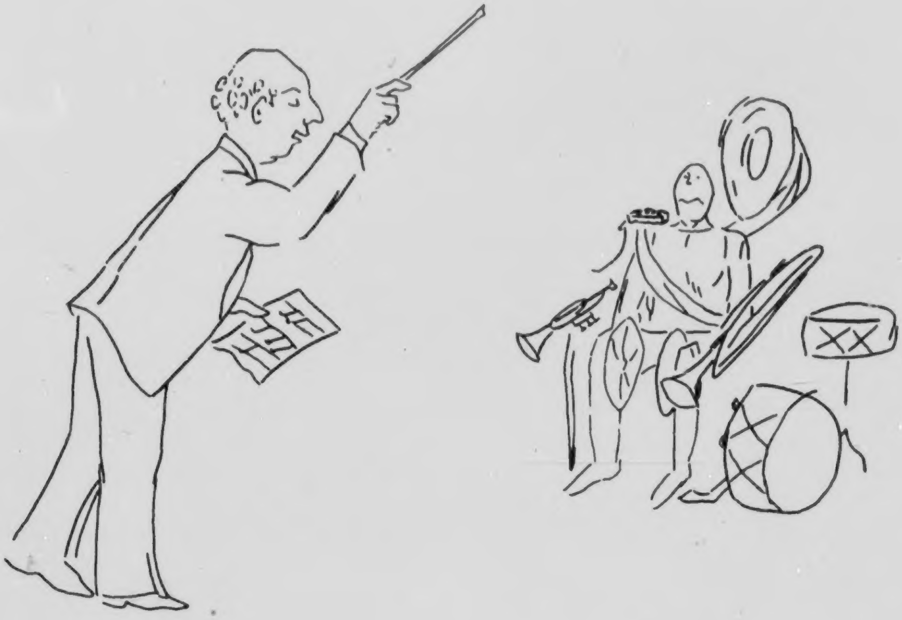

Educational management is currently undergoing a change that some refer to as a "revolution." This managerial revolution has emerged from at least two powerful trends. There is and has been an increasing tendency towards state and federal control in the form of financial arrangements and an emerging reliance on business management theory techniques and tools such as the computer, cost benefit analysis, performance budgeting, systems approach and organizational development. In combination, these factors have resulted in program management now being more complex but, in some ways, also more effective than in the past.

In conclusion, program managment requires that (a) administration, faculty, staff, students and community function as a team according to a mutually acceptable philosophical base, (b) managers be aware of and operate within governmental guidelines, and (c) they have a working knowledge of modern managerial theory, tools and techniques.

Management of Physical Facilities, Supplies & Equipment: Performance Area 6

During the past fifty years there have appeared many far-reaching educational changes that resulted in an astronomical increase in school costs. In many respects these changes began long before this period, but their impact was not sufficiently strong to force marked changes until after the Second World War. This is especially true of concepts such as equalization of educational opportunity and the need for supplementing property tax by means of other newer forms of taxation.

Because education has become big business, being an occupational education leader has become an increasingly more complex task. While a generation ago almost any experienced and successful teacher could be promoted to a vocational managment role, picking up whatever knowledge he needed on the job, that is no longer the case. His successor of today must study school managment and finances as a part of his professional education before becoming a vocational director; and he must make it a continuing study during his service if he is to be able to successfully carry out his work.

Figure 8

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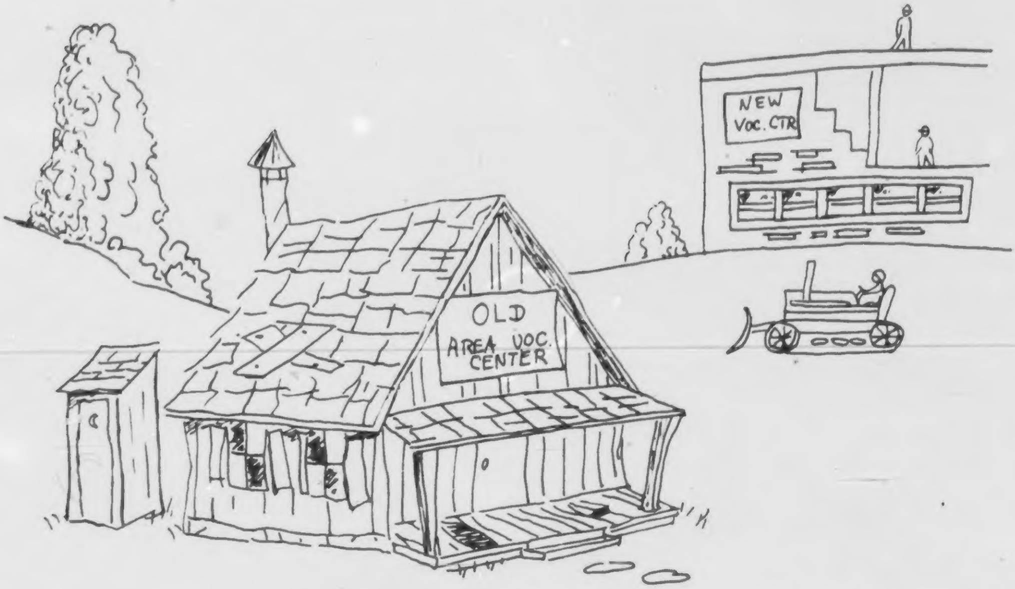

Financial management is one of the areas which has developed along with the growth in the education system. A beginning of budgetary procedure may be found in some rather vague laws that prescribe purchasing guidelines for a fiscal period. This situation has led to the creation of several different approaches to paying current expenditures and has resulted in cases in which the public has occasionally become so critical as to delay and/or destroy good vocational programs. It is thus essential for the vocational director to maintain an adequate record of all purchases and assignments. It is now generally recognized that a well-planned and well-administered budget is essential.

Because buildings and equipment are the most visible signs a taxpayer has that tell how wisely his dollars are being spent, the planning for construction and management of existing facilities is an area of major concern to educational administration. Control of temperatures, ventilation, and relative humidity; uniform, shadow-free, and glare-free illumination; adequate toilet facilities and sewage disposal, good quality water for drinking and washing: sound control that results in avoidance of undue noise; and safety needs, are just some of the practical considerations that must be taken into account and adequately provided for. Occupational education has a unique status in the community. One major role of the occupational education leader is, therefore, to justify this unique position to the public through proper management of physical facilities, supplies, and equipment.

Public Relations & Publicity: Performance Area 7

In a public address (Feburary, 1971) soon after taking office as U. S. Commissioner of Education, Sidney P. Marland, Jr. said his number one priority was going to be the restoration of public confidence to public education. He pointed to the increasing frequency with which local taxpayers were rejecting bond issues for school expenses as evidence that too many people were disenchanted with the public school system. Community involvement, along with more equitable school financing and other innovations, can help to alleviate such disenchantment.

In the minds of many citizens, schools have traditionally been a hands-off domain. The public has trusted professional teachers; teachers, in turn, felt competent and secure in their positions. Unfortunately, as Sputnik orbited in the Mid-1950s, there was suddenly a rash of publicity about how far American schools were behind those of other nations. Even more frightening were statistics which indicated that many children simply weren't learning. As researchers attempted to determine why children were-or were not-learning, they hit upon a number of variables: poor preparation for school, lack of motivation, irrevelancy, high teacher-pupil ratios, and so forth. There was no single reason, or single answer to the problem. But researchers also discovered some positive indicators of academic achievement, some things that seemed to contribute to success in school. Among these was community involvement, not only of parents, though student's parents must be viewed as important community members, but the involvement of parents along with other community members.

Figure 9

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A basic reason for the importance of total community involvement is the fact that parents with school-age children usually do not comprise the majority of citizens in a community. Hundreds and thousands of other persons are also involved with the school system. They pay taxes, have neighbors attending school, may hire students or graduates, or they may live across the street from a school. In addition, the fact remains that many persons in this nation have a deep seated belief that education is the great equalizer that will enable their children to achieve the good life they were never able to obtain for themselves. Whatever the case, most citizens have some contacts with the schools--if only from reading in the newspapers, and for education to be successful the support of all the citizens of a community is a must.

On the other hand, parents are the citizens most personally involved with public education, and parental involvement offers the school administrator a number of ways for improving public confidence. For example, it gives parents an opportunity to see first-hand the real problems school officials face. The more knowledgeable they are about the problems and needs of the schools, the more likely they are to support funding to meet those needs. Furthermore, parents and other community members, as taxpayers, have a duty to hold the schools accountable. They have a right to see that funds for education are well spent. Moreover, as they become involved in decision making, they must also be willing to accept a share of the responsibility for the success or failure of school and home; such a partnership can be a first step toward increasing public confidence in public education.

To be effective, such a partnership needs active involvement by persons that represent the majority of a community's constituencies.

For example, a Vocational Director should realize that parents in economically depressed and culturally deprived areas may be unwilling to support and reinforce vocational and career education efforts for their children. Some such parents do not understand the overall logic behind providing such programs for their children and believe that career and vocational education are simply a plot to force and then lock their children into jobs they consider to be menial and low-class. Dispelling such misconceptions can be one of the major benefits of an effective public relations program.

Good public relations are not the result of any "overnight" program, but requires whole-hearted and conscientious support of the entire school faculty and staff over an extended period of time. It is a simple fact that effective parental or community involvement is impossible without the cooperation of teachers and administrators. They have the responsibility for educating children in the public shcool system. While some faculty and staff no longer fear such participation, others still do, and, in such schools, advance conferences and workshops are probably a necessity before a good public relations program can become a reality.

The success of a community relations program depends upon many little things rather than on any single factor. The following are some of the "little things" that make a difference:

1. A teacher in the classroom doing an excellent job with all levels of students.
2. A custodian who keeps the heat regulated properly day in

and day out.

3. A maintenance department that keeps the restrooms in working order throughout the school.
4. Service center truck drivers who deliver materials on time.
5. A school secretary with a pleasant telephone voice--as she is the first one to tal to parents.
6. A lunchroom manager who does the job efficiently.
7. A principal who communicates his problems as well as his successes to the proper person in the central office.

These are just some of the indices of a school public relations program, which will reflect credit on all those who form the administrative team in a school district.

The parental support that results from a school's public relations program can have many facets--and many benefits. Traditionally such groups as parent-teacher associations and home and school associations offered support, both financial and moral, to individual schools. Recently many parents are beginning to take a more active role in the school system. Some are employed as officeworkers or teacher aides. Others volunteer their services to help in the classroom, correct papers, or supervise lunchroom or playground activities. Such help lowers the student-teacher ratio, thus providing for more individualized attention, and also frees teachers for those tasks which only a professional teacher can perform.

Whatever the type of parental involvement, the end result should be furthering the educational opportunities and achievement of students. This is possible because parents have such an in-depth and long-term knowledge of their own children--their strengths and weaknesses, their needs, and their problems. The exchange of such information with trained professionals can help educators in planning a more relevant school program.

There is a subsidiary asset of parental involvement as well, one which deals with the age-old problem of motivation. As children see their own parents more involved in school affairs, they tend to be encouraged to take a more active interest in school themselves. They will have less opportunity for playing home against school and vice versa.

Of course, traditional formalized community-school interaction mechanisms such as the PTA still are effective public relations media as they expose teachers and administrators to parents and other community members in situations where all are on equal footing and where there is a real opportunity for discussion. Such an exchange is possible through an extended conference or a series of meetings. Examples of appropriate agenda for such meetings might include:

1. Examination of the literature indicating the positive effects of parental and community involvement on student achievement.
2. A discussion of parental and teacher concerns for the students, ie. career decisions, work training and job placement.
3. Speeches on the legal responsibilities of school officals and parents in providing for the education of their children.
4. A discussion of the role of compensatory education within the school system.
5. A presentation of examples of parental involvement.
6. Actual classroom demonstrations involving community volunteers, e.g. career information sessions.

Some schools have organized workshops and conferences. Some are limited to a series of speeches at PTA meetings; others have a retreat atmosphere where teachers and parents meet on neutral ground, away from the school environment.

In conclusion, many activities in a school system have a well-defined and clearly circumscribed function. The person responsible for school-community relations is rarely so fortunate. He finds himself, from time to time, working in all areas of school administration. To be successful in his assignment he must have the right to cross lines, cooperatively, with various heads of divisions throughout the system, have the cooperative effort, goodwill, and understanding of all other members of the organization and he must be thoroughly conversant with school policy and consistently operate within that policy as he moves from area to area to improve communications, to enlist cooperation, or to convey understanding of what the school system is seeking to do. He must be able to conduct both unadvertized and publicized compaigns while at times, bearing tremendous burdens in confidence. He is happiest when he has earned and therefore enjoys the complete confidence of the superintendent and other administrators.

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PERFORMANCE INDICATORS & SELECTED REFERENCES

Recognition of when an intern has attained a specific level of performance and identification of appropriate instructional resources has the potential to be a problem for interns, cooperating local administrators, and university supervisors. Accordingly, the following outline has been provided to help prevent such an occurance. Student mastery of performances similar to the sample indicators listed on the following pages will provide examples of the type of student accomplishments that will serve as evidence interns are able to perform at specific stated levels of ability. Selected references are provided at the end of each of the following performance clusters.

1

PROGRAM PLANNING & IMPLEMENTATION

Objective: Be responsible and accountable for promoting, developing, sustaining, and evaluating vocational education programs for a comprehensive high school system, an area vocational center, or a community college.

OCCUPATIONAL PROGRAM PLANNING 1.1

IDEAL CONDITION: Given the tasks of planning a total vocational program, the occupational education leader will be able to:

Performance:

a. prepare a short-range and a long-range program plan for vocational education in the school.

Sample Indicators:

Knowledge-	select short-range and long-range program plans for his school.
Comprehension-	summarize the ingredients needed for short-range and long-range programs.
Application-	prepare detailed short-range and long-range programs for his school.

Performance:

b. determine the occupations for which training is to be offered in the vocational program.

Sample Indicators:

Knowledge-	select the appropriate occupations for his vocational program.
Comprehension-	explain the reasons for the selection of the curricula offerings.
Application-	show why he made his selections of curricula offerings.

Performance:

c. analyze long-range course needs for the vocational program.

Sample Indicators:

Knowledge-	describe the long-range needs for vocational education in his school based on standards.
Comprehension-	predict the local need for his vocational program and plan a long-range plan to meet this need.
Application-	produce a tailor-made program that will meet the long-range needs of the area.

Performance:

d. identify the competencies for entry into an occupation.

Sample Indicators:

Knowledge-	identify the major competencies that each candidate must possess to succeed in an occupation.
Comprehension-	give examples of all the major competencies needed and how they relate to the assignments.
Application-	predict the success or failure of the candidate based on his competencies for the assignment as the result of appropriate tests.

Performance:

e. secure assistance from staff members in the preparation of the local plan.

Sample Indicators:

Knowledge-	solicit the aid of his staff in listing all the major ingredients needed for developing the local plan.
Comprehension-	rewrite the plan after careful review of the suggestions from the various staff members.
Application-	modify the existing plan, or proposed plan, to insure that the local plan meets the needs of the community and is acceptable to the authorities.

Performance:

f. submit a proposed program plan to the local administration based upon results of a vocational education survey.

Sample Indicators:

Knowledge-	outline the findings of the vocational education survey.
Comprehension-	convert the results of the survey to a proposed program.
Application-	submit the proposed plan to the local administration and predict its workability.

Performance:

g. analyze job market, student interests, initial cost, and ongoing cost related to existing or proposed specialized vocational programs.

Sample Indicators:

Knowledge-	define in appropriate terms "job market," "student interests," "initial cost," and "ongoing cost."

Comprehension-	estimate how significant each of the major ingredients is for a successful program in the specialized vocational areas.
Application-	prepare a vocational plan that will include the ingredients of job market, student interests, initial cost, and ongoing cost that will indicate success.

Performance:

h. write general objectives for a vocational education program.

Sample Indicators:

Knowledge-	identify and define general objectives for a vocational education program.
Comprehension-	explain the apparent value of each objective.
Application-	modify and prepare final objectives appropriate for a vocational plan.

Performance:

i. determine manpower implications for vocational education.

Sample Indicators:

Knowledge-	list the manpower implications for a vocational program.
Comprehension-	summarize the list and explain how each part is essential for the plan.
Application-	produce an acceptable manpower utilization plan.

Performance:

j. verbalize the economic implications for vocational education.

Sample Indicators:

Knowledge-	state those economic implications affecting a specific vocational program.
Comprehension-	explain what those economic implications are that have been stated.
Application-	produce and demonstrate the importance of selections by writing a position paper.

Performance:

k. secure the services of federal and state agencies for program development.

Sample Indicators:

Knowledge- select and interest qualified federal and state officials to help develop a program.

Comprehension- summarize the opinions of the officials who help develop the plan.

Application- modify the suggested plan that developed from outside help and prepare a final draft utilizing the best parts.

Performance:

l. identify employment trends at the local, state, regional and national level.

Sample Indicators:

Knowledge- list the major employment trends at the various levels.

Comprehension- explain these trends and attempt to predict the outcome.

Application- produce a plan that will use all the major employment trends in a field for the local, state, regional, and national levels.

Performance:

m. identify changes in technology and equipment in industry relating to existing vocational programs.

Sample Indicators:

Knowledge- define the meaning of changes in technology and equipment in industry.

Comprehension- give examples of changes in technology and equipment in industry relating to his suggested plan.

Application- show how the necessary changes are discovered, created, modified, and produced to fit the needs of a local vocational program.

Performance:

n. design relevant programs and courses that are reflective of constantly changing occupations.

Sample Indicators:

Knowledge- define and outline the relevant programs and courses needed.

Comprehension- explain the choices made.

Application- modify the suggested program and prepare a final draft.

Performance:

o. provide leadership in the identification of the vocational education purposes and how they relate to the objectives of the institution.

Sample Indicators:

Knowledge- list the purposes sought and state how they relate to a specific school system.
Comprehension- reunite the purposes based on the best research on hand.
Application- demonstrate how their purposes relate to a specific school system and show their importance.

Performance:

p. develop programs geared to the disadvantaged and special needs students.

Sample Indicators:

Knowledge- define who constitute "disadvantaged and special needs students."
Comprehension- extend his vocational program to include appropriate activities for those disadvantaged.
Application- discover the needs of the disadvantaged through experimentation and related research and prepare a program built around these needs.

Performance:

q. develop and present a program to prospective students and the community which explains the vocational program available to them.

Sample Indicators:

Knowledge- list an available program and outline it to students, parents, and other interested persons.
Comprehension- explain the published listing and explain how each phase may be utilized.
Application- produce the final program and predict the utilization.

Performance:

r. apply the knowledge of state and federal legislation and its impact upon program planning.

Sample Indicators:

Knowledge- match what is known in related legislation with a specific local program.

Comprehension- distinguish what is relevant for a locally planned program.

Application- show, by producing achievable objectives, how legislation may be used effectively on the local level.

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EXTERNAL RESOURCES AND PLANNING 1.2

IDEAL CONDITION: Given the need for using external resources in program planning, the occupational education leader will be able to:

Performance:

a. enlist the aid of state employment office personnel, key figures in business and industry, state staff, and teacher-training institutions for program planning purposes.

Sample Indicators:

Knowledge-	identify the various sources of aid for program planning purposes.
Comprehension-	estimate the sources of the aid he needs in program planning purposes.
Application-	produce a finished product of program planning by the use of the various sources of aid.

Performance:

b. consult the local office of the U. S. Employment Service to obtain information on manpower trends and needs.

Sample Indicators:

Knowledge-	identify the information available from the local agency.
Comprehension-	convert the data into locally usable manpower information.
Application-	use the manpower data in relation to manpower trends and needs.

Performance:

c. identify the role and function of advisory committees and orient committee members to that role and function.

Sample Indicators:

Knowledge-	define the role and function of the advisory committee.
Comprehension-	give examples of how the committee can be oriented to its proper role.
Application-	orient the committee to function properly, for example: prepare a guide, organize a meeting, make committee assignments.

Performance:

d. obtain school board authorization for organizing an advisory committee.

Sample Indicators:

Knowledge-	outline the procedures for obtaining school board authorization.
Comprehension-	convert procedures into a usable program of action and justify such authorization.
Application-	attain authorization by following the outlined program of action.

Performance:

e. establish the criteria for and select advisory committee members.

Sample Indicators:

Knowledge-	list the selection criteria that are consistent with school board approval.
Comprehension-	explain the criteria used.
Application-	select advisory committee members.

Performance:

f. establish a working relationship with advisory committee members.

Sample Indicators:

Knowledge-	list the ingredients for a successful working relationship.
Comprehension-	explain how each ingredient works.

Value/Application- works well with advisory committee members, for example, few advisory committee members are inactive.

Performance:

g. enlist advisory committee aid for long-range program planning.

Sample Indicators:

Knowledge- define the goals of the long-range program plan.

Comprehension- give examples of how the committee can help in achieving the purposes.

Application- demonstrate the proper utilization of the committee by seriously considering acceptance of committee recommendations.

Performance:

h. use the expertise of the advisory committee in making an analysis of an occupational field.

Sample Indicators:

Knowledge- identify the expertise of each member.

Comprehension- generalize the manner in which the expertise of each member contributes to the complete analysis.

Application- show a complete picture of the field by putting the parts together utilizing the collective expertise in assembling the completed occupational analysis.

Performance:

i. enlist the assistance of management and labor representatives to identify a variety of occupational opportunities.

Sample Indicators:

Knowledge- identify key groups and people from various appropriate groups in occupational opportunities.

Comprehension- rewrite these lists and combine into a comprehensive one assigning these council members to appropriate positions.

Value/Application- demonstrate commitment to the increased opportunities by providing the list and means of utilization.

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ANALYZING OPERATIONAL PROGRAMS 1.3

IDEAL CONDITION: Given an operational occupational education program, the occupational education leader will be able to:

Performance:

a. develop a procedure for keeping all staff members informed about all vocational programs and courses.

Sample Indicators:

Knowledge-	list procedures for briefing of staff members.
Comprehension-	give examples of actual working procedures to attain the goal, i.e. a procedure for keeping all staff members informed.
Application-	apply the working procedures and insure that the vocational programs and courses data are kept current.

Performance:

b. provide leadership for redesigning programs and courses as a result of an administrative edict.

Sample Indicators:

Knowledge-	describe the types of leadership available for revision of programs and courses.
Comprehension-	explain how the goals may be attained by use of selected leadership patterns.
Application-	demonstrate leadership programs and courses.

Performance:

c. schedule staff and facilities for maximum program utilization.

Sample Indicators:

Knowledge-	list criteria that indicate maximum program utilization.
Comprehension-	distinguish scheduling techniques for achieving the criteria.
Application-	prepare actual plans and schedules that will achieve maximum program utilization.

Performance:

d. seek agreements with community sources for providing additional program opportunities.

Sample Indicators:

Knowledge- identify additional program opportunities in the community which can help the program.
Comprehension- estimate the time and cost to the community for providing these extra opportunities.
Value/Application- prepare materials acceptable for verbal and/or written agreements with the community in achieving these goals.

Performance:

e. evaluate alternative instructional avenues in terms of benefit vs. cost.

Sample Indicators:

Knowledge- identify alternative instructional approaches.
Comprehension- give examples of these instructional approaches.
Application- prepare guidelines to achieve the goal.
Analysis- illustrate the evaluation approach to the problem.
Syntheses- devise ways these approaches may be converted to benefits.
Evaluation- interpret the costs and value of the benefits.

Performance:

f. build flexibility into the vocational schedule so that students can change their level of training if justified.

Sample Indicators:

Knowledge- describe the meaning of flexibility and level of training as they relate to vocational schedules.
Comprehension- generalize how this flexibility will allow change in the level of training for students.
Application- produce actual schedules that improve the flexibility of training.

Performance:

g. identify specific legal limitations affecting vocational students in hazardous occupations.

Sample Indicators:

Knowledge- list the sources for legal limitations in this area.

Comprehension- give examples of how courts have operated in these areas.
Application- predict how courts will react and prepare avenues to avoid areas where vocational students are endangered.

Performance:

h. analyze current and projected instructional needs.

Sample Indicators:

Knowledge- identify these needs.
Comprehension- generalize how these needs will change the instructional program from its current status.
Application- show what the current needs are and what they will be in the forseeable future.

Analysis- break-down current instructional needs and projected instructional needs.

Selected References:

Raymond E. Bittle, Larry J. Kenneke, Dennis C. Nystrom and Ronald W. Stadt, Managing Career Education Programs (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973), pp. 21-46.

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Joseph A. Borgen and Dwight E. Davis, Planning Implementing, and Evaluating Career Preparation Programs (Bloomington, Ill.: McKnight, 1974), IDT4; IDT5; IDT6; DEV1; DEV2; DEV3; DEV4; DEV5; DEV6; DEV7; DEV8; DEV9; DEV10; DEV11; DEV12; IMP1; IMP2; IMP3; IMP4; IMP6; IMP7; IMP8; EVL2; EVL3.

Bill Wesley Brown, Casebook on Administration and Supervision in Industrial and Technical Education (Chicago: American Technical Society, 1970).

Fred C. Finsterbach and William C. McNeice, Creative Facilities Planning for Occupational Education (Berkeley Heights, N.J.: Educare Associates, 1969), pp. 1:1-3:22.

Larry J. Kenneke, Dennis C. Nystrom, and Ronald W. Stadt, Planning and Organizing Career Curricular: Articulated

Education (New York: Howard W. Sams & Co., Inc., 1973), pp. 30-312.

Homer C. Rose, *The Development and Supervision of Training Programs* (Chicago: American Technical Society, 1964), pp. 105-171.

M.J. Ruley, *Leadership Through Supervision in Industrial Education* (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 56-125.

IMPROVING INSTRUCTION AND CURRICULUM 1.4

IDEAL CONDITION: Given the need to improve instruction and modify program components, the occupational education leader will be able to:

Performance:

a. assess program direction in light of criteria provided through organizational patterns at the state and federal level.

Sample Indicators:

Knowledge-	match local program components against state and federal guidelines.
Comprehension-	distinguish program components that do not meet state and federal criteria.
Application-	prepare an evaluation instrument for assessing program direction in terms of agreed upon criteria.

Performance:

b. involve employers and labor representatives when evaluating vocational courses and programs.

Sample indicators:

Knowledge-	identify appropriate employers and labor representatives for the task.
Comprehension-	explain how employers and labor representatives will function in the evaluation process.
Application-	operate an advisory committee composed of employers and labor representatives.

Performance:

c. involve students, staff members, administrators and outside agencies in the evaluation of the vocational program.

Sample Indicators:

Knowledge-	select students, staff members, administrators and outside agencies to assist in the vocational program.
Comprehension-	explain how the evaluation team will be organized.
Application-	use students, staff members, administrators, and outside agencies in the evaluation of the program.

Performance:

d. develop and implement a procedure for evaluating the total vocational program.

Sample Indicators:

Knowledge -	describe methods and procedure for evaluating the total program.
Comprehension-	explain in detail, giving examples of specific activities, how the program evaluation procedure will be accomplished.
Application-	use the evaluation procedures to assess program outcome.

Selected References:

Joseph A. Borgen and Dwight E. Davis, Illinois Occupational Curriculum Project (Springfield, Ill.: Division of Vocational and Technical Education 1972), 4.1; 4.2; 4.3.

Joseph A. Borgen and Dwight E. Davis, Planning, Implementing and Evaluating Career Preparation Programs (Bloomington, Ill.: McKnight, 1974), EVL1; EVL2; EVL3.

Larry J. Kenneke, Dennis C. Nystrom and Ronald W. Stadt, Planning and Organizing Career Curricula: Articulated Education (New York: Howard W. Sams & Co., Inc., 1973), pp.30-312.

J. Marvin Robertson, Facilities Evaluation in Vocational and Technical Education, Information Series No. 100 (Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1973).

Homer C. Rose, The Development and Supervision of Training Programs. Chicago: American Technical Society, 1964).

M. J. Ruley, Leadership Through Supervision in Industrial Education. (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 144-145.

2

STAFF RECRUITMENT

Objective: Analyze from a base of knowledge, sources of applicants and the requirments of each position, in terms of job specifications, professional preparation and interpersonal relations needed for a position.

WRITING JOB DESCRIPTIONS 2.1

IDEAL CONDITION: Given a packet of job descriptions, and other relevant data the occupational leader will be able to:

Performance:

a. Determine sources from which application may be received, i.e., colleges and universities.

Sample Indicators:

Knowledge-	identify those institutions that provide preparation that meets the legal criteria for certification.
Comprehension-	match job descriptions to appropriate sources of educational staff personnel.
Application-	prepare a valid list of potential sources of new staff members.

Performance:

b Determine alternative sources of employees such as neighboring schools and industry.

Sample Indicators:

Knowledge-	explain the reason for selecting each of the alternative sources of employees identified.
Comprehension-	identify neighboring schools and industrial sources that employ persons with professional experience and preparation commensurate with that needed by your staff.
Application-	compile a list of alternative sources of staff employees.

Selected References:

Joseph A. Borgen and Dwight E. Davis, Illinois Occupational Curriculum Project (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 2.8; 3.7.

Joseph A. Borgen and Dwight E. Davis, Planning, Implementing, and Evaluating Career Preparation Programs (Bloomington, Ill.: McKnight, 1974), DEV8; IMP7.

M. J. Ruley, Leadership Through Supervision in Industrial Education (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 134-135.

ANALYZING APPLICANT CREDENTIALS 2.2

IDEAL CONDITIONS: Given a set of credentials and data relevant to the position to be filled the occupational education leader will be able to:

Performance:

a. Determine which person can meet present instructional needs.

Sample Indicators:

Knowledge-	identify those tasks a specific instructor must be able to perform.
Comprehension-	convert the identified tasks into a series of performance statements that spell out the minimum competency level essential for satisfactory instruction.
Application-	write a job description suitable for use in advertising for a new instructional staff member.
Analysis-	relate applicant credentials to instructional needs of the position to be filled.
Evaluation-	discriminate between those applicants who do or do not meet the minimum competency level.

Performance:

b. Predict candidate ability to meet future instructional needs.

Sample Indicators:

Knowledge-	identify those tasks a specific instructor will need to be able to perform in light of probable changes likely to occur in the future.
Comprehension-	convert the identified tasks into a series of performance statements that spell out

	the minimum competency level that will be essential for satisfactory instruction in light of probable changes likely to occur in the future.
Application-	add the performance statements identified as being essential to allow for future change to the job description written for objective 2.2 a.
Analysis-	relate applicant credentials to probable future instructional needs of the position to be filled.
Evaluation-	discriminate between those applicants who do and do not meet the minimum competency level indicated by probable future change.

Performance:

c. Determine the stability of the candidate, and the likelihood of providing stability to the staff.

Sample Indicators:

Knowledge-	select that data found on credentials that is likely to serve as an indicator of applicant stability.
Comprehension-	explain why each item selected as a stability indicator has been chosen.
Application-	rank applicants in order of their likelihood of being stable and providing stability to the staff by comparing their credentials.

Selected References:

Dale L. Bolton, ed., *The Use of Simulation in Educational Administration* (Columbus, Ohio: Charles E. Merrill Pub. Co., 1971), pp. 88-148.

Joseph A. Borgen and Dwight E. Davis, *Illinois Occupational Curriculum Project* (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 2.8; 3.7.

Joseph A. Borgen and Dwight E. Davis, *Planning, Implementing and Evaluating Career Preparation Programs*, (Bloomington, Ill.: McKnight, 1974), DEV8; IMP7.

Homer C. Rose, *The Development and Supervision of Training Programs* (Chicago: American Technical Society, 1964), pp. 136-142.

M.J. Ruley, Leadership Through Supervision in Industrial Education (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 134-137.

INTERVIEWING CANDIDATES 2.3

IDEAL CONDITIONS: Given training in the interview process the occupational education leader will be able to:

Performance:

a. Determine an applicant's perception of his role as an instructor.

Sample Indicators:

Knowledge-	define the applicant's philosophy of education as it specifically pertains to instruction.
Comprehension-	predict the effect of different philosophies of education on instruction.
Analysis-	relate the applicant's instructional philosophy to that of a specific institution.
Evaluation-	ascertain whether or not the applicants philosophy of instruction compliments that of a specific institution.

Performance:

b. Depict the instructional responsibility of an open position.

Sample Indicators:

Knowledge-	identify instructional and all other duties considered to be part of an open position.
Comprehension-	explain the implications of the assigned duties.
Application-	prepare a presentation that illustrates the pertinent aspects of an open position.

Performance:

c. Assess an applicant's attitude toward himself during the interview.

Sample Indicators:

Knowledge-	identify those aspects of self concept that are likely to affect performance as an instructor at a specific school
Comprehension-	construct questions, the answers to which will assist in identification of essential

	self concept characteristics.
Application-	question the applicant
Analysis-	analyze the applicant's responses for indicators of the essential self concept characteristics necessary to funtion as an instructor at a specific school.
Evaluation-	appraise whether or not the candidates self concept is compatible with the requirements of the open position.

Performance:

d. Evaluate the feelings of the applicant about the importance of the position he seeks.

Sample Indicators:

Knowledge-	identify indicators that will provide clues about the importance that an applicant assigns to a position he seeks.
Comprehension-	construct questions designed to elict applicant responses that incorporate indicators of the importance which he places upon the position he seeks.
Application-	conduct an actual or simulated interview that employs the questions developed to identify applicant feelings about the importance of the position he seeks.
Analysis-	isolate the applicants responses that indicate the applicants feelings about the importance of the position he seeks.
Evaluation-	appraise the applicants feelings about the importance of the position that he seeks.

Selected References:

Dale L. Bolton, ed., *The Use of Simulation in Educational Administration* (Columbus, Ohio: Charles E. Merrill Pub. Co., 1971), pp. 88-148.

Joseph A. Borgen and Dwight E. Davis, *Illinois Occupational Curriculum Project* (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 2.8; 3.7.

Joseph A. Borgen and Dwight E. Davis, *Planning, Implementing and Evaluating Career Preparation Programs* (Bloomington, Ill.: McKnight, 1974), DEV8; IMP7.

Homer C. Rose, *The Development and Supervision of Training Programs* (Chicago: American Technical Society, 1964), pp. 136-142.

M. J. Ruley, *Leadership through Supervision in Industrial Education* (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 134-137.

CHOOSING STAFF MEMBERS 2.4

IDEAL CONDITIONS: After evaluating credentials and interviewing the applicant, the occupational education leader will be able to:

Performance:

a. Choose the job applicant whose temperament, academic preparation, and professional attitude best suit the position open.

Sample Indicators:

Knowledge-	describe the temperament, academic preparation, the professional attitude that will best suit a specific position.
Comprehension-	explain why the temperament, academic preparation, and professional attitude described are best suited to the position selected.
Application-	match characteristics that will be needed by a new staff member who fills the selected position.
Analysis-	determine the degree to which each candidate exhibits the specific characteristics an individual will need to successfully fill the selected position.
Synthesis-	construct a composite diagram for each candidate that compares the degree to which he exhibits each of the essential characteristics with the degree exhibited by each other candidate.
Evaluation-	select the candidate whose temperament, academic preparation, and professional attitude best suits the position open.

Performance:

b. Hire paraprofessional staff members.

Sample Indicators:

Knowledge-	outline the steps in the process one must follow in order to hire a new staff member.

Comprehension-	convert each step of the hiring process into a short written procedure statement.
Application-	demonstrate use of the written procedure by hiring an actual or simulated new staff member.

Selected References:

Dale L. Bolton, ed., The Use of Simulation in Educational Administration (Columbus, Ohio: Charles E. Merrill Pub. Co., 1971), pp. 88-148.

Joseph A. Borgen and Dwight E. Davis, Illinois Occupational Curriculum Project (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 2.8; 3.3; 3.7.

Homer C. Rose, The Development and Supervision of Training Programs, Chicago: American Technical Society, 1964), pp. 136-142.

M. J. Ruley, Leadership Through Supervision in Industrial Education (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 134-137.

3

PERSONNEL DEVELOPMENT & MANAGEMENT

Objective: Stimulate the development of, establish, and evaluate the criteria and the processes by which faculty members may be evaluated, promoted, disciplined, and released through due process in order to assure the quality of the faculty and high faculty morale.

NEW STAFF ORIENTATION 3.1

Ideal Conditions: Given a group of new staff members the occupational education leader will be able to:

Performance:

a. help new staff members acclimate themselves to the job and the community, especially the first few days.

Sample Indicators:

Knowledge-	identify job and community dimensions which a new employee needs to know.
Comprehension-	convert information new employees need to know into an orientation procedure and written orientation guide for new employees.
Application-	conduct the orientation of a new or simulated new employee.

Performance:

b. assist new staff members to understand the policies and regulations of the new institution.

Sample Indicators:

Knowledge-	secure copies of the employing institutions policies and regulations.
Comprehension-	justify the employing institution policies and regulations.
Application-	relate to a new employee so that the new employee will be able to explain institutional rules and regulations in light of his own circumstances.

Selected References:

Robert G. Owens, *Organizational Behavior in Schools* (Englewood Cliffs, N.J. Prentice-Hall, Inc., 1970), 45-65.

M.J. Ruley, *Leadership Through Supervision in Industrial Education* (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 146-147.

STAFF IN-SERVICE 3.2

IDEAL CONDITIONS: Given staff needs, individual staff characteristics, a description of the educational enviornment and its budget, the occupational education leader will be able to:

Performance:

a. provide in-service training to serve individual needs of those being trained.

Sample Indicators:

Knowledge-	identify those staff needs that can only be met through individualized in-service education.
Comprehension-	match individual learning needs to appropriate learning activities.
Application-	initiate an actual or simulated individualized in-service education program.

Performance:

b. develop and implement an in-service program for all staff members with special activities for beginning teachers.

Sample Indicators:

Knowledge-	identify the needs of new and continuing staff that can be met through an in-service education program.
Comprehension-	match staff needs with appropriate learning activities.
Application-	operate an actual or simulated in-service program for all staff members with special activities for beginning teachers.

Performance:

c. promote among staff members the desire for constructive inter-relationships with students.

Sample Indicators:

Knowledge-	describe the characteristics of constructive staff-student relationships.
Comprehension-	give examples of constructive staff-student relationships developed by specific teachers.
Application-	demonstrate commitment to developing a specific plan that will result in the provision positive reinforcement to those staff members who do so.

Performance:

d. encourage staff members to pursue academic and work experience to develop or update skills.

Sample Indicators:

Knowledge-	identify the categories of performance that are essential for effective occupational instruction.

Comprehension-	explain the need for competency in each of the essential performance areas.
Application-	propose practical means of providing psychological and concrete incentives to those staff members who actively pursue academic and work experience to develop or update skills.

Performance:

e. explain to staff members in an objective manner where they are most qualified and where they are most lacking.

Sample Indicators:

Knowledge-	identify means of providing positive and negative feedback regarding staff performance.
Comprehension-	explain how such feedback can be provided in a nonthreatening manner.
Application-	provide actual or simulated staff with positive and negative feedback as to where they are most qualified and where they are most lacking in a nonthreatening manner.

Performance:

f. plans with staff members for their continued professional growth through specific academic and nonacademic experiences.

Sample Indicators:

Knowledge-	help a staff member identify the specific academic nonacademic experiences needed for continued professional growth.
Comprehension-	give examples of means of obtaining the needed experiences.
Application-	plan with a staff member for their continued professional growth through specific academic and nonacademic growth.

Selected References:

Joseph A. Borgen and Dwight E. Davis, Illinois Occupational Curriculum Project (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 2.8; 4.2.

Joseph A. Borgen and Dwight E. Davis, Planning, Implementing and Evaluating Career Preparation Programs (Bloomington, Ill.: McKnight, 1974), DEV8; EVL2.

Rupert Evans, Foundations of Vocational Education (Columbus, Ohio: Charles E. Merrill Pub. Co., 1971), pp. 235-264.

Homer C. Rose, The Development and Supervision of Training Programs (Chicago: American Technical Society, 1964), pp. 172-203.

M. J. Ruley, Leadership Through Supervision in Industrial Education (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 134-153.

Adolph Unrah and Harold E. Turner, Supervision for Change and Inovation (Boston: Houghton Mifflin Co., 1970), pp. 91-125.

ORGANIZATIONAL CLIMATE 3.3

IDEAL CONDITIONS: Given individual performances and accomplishments and the personality of staff members, the occupational education leader will be able to:

Performance:

a. identify factors which provide staff members with job satisfaction and dissatisfaction.

Sample Indicators:

Knowledge-	describe the factors that provide an employee with job satisfaction and dissatisfaction.
Comprehension-	explain how each of the identified factors exists within a specific school setting.
Application-	identify the factors which have a significant influence on job satisfaction and dissatisfaction within a specific school setting.

Performance:

b. state legal requirements for dismissal or failure to grant tenure to a staff member.

Sample Indicators:

Knowledge-	identify the specific sections, within your official state school code, that pertains to dismissal or failure to grant tenure to a staff member.
Comprehension-	explain how the provisions stated in the school code have been applied in common court cases.
Application-	state the legal requirements for dismissal or failure to grant tenure to a staff member that apply in a specific school setting.

Performance:

c. inform a person when he is in danger of being dismissed and give him the opportunity to take steps to avoid dismissal.

Sample Indicators:

Knowledge-	in a tactful yet unmistakable way inform an actual or simulated person that he is in danger of being dismissed and identify the causes for dismissal.
Comprehension-	give examples of how you would use the means identified in a specific situation and outline the steps one might take to avoid dismissal for the causes identified.
Application-	inform a person that he is in danger of being dismissed and describe to him the steps he might take to avoid dismissal.

Performance:

d. inform a person who is not to be rehired of specific, concrete reasons for his dismissal.

Sample Indicators:

Knowledge-	state the actions for which a staff member may be dismissed.
Comprehension-	convert the stated reasons for dismissal into specific and concrete written statements.
Application-	use the specific and concrete statements to inform a person or simulated person who is not to be rehired of the reasons for his dismissal.

Performance:

e. criticize a staff member without stripping him of his dignity.

Sample Indicators:

Knowledge-	describe several nondestructive means of giving constructive criticism.
Comprehension-	explain how the methods of providing constructive criticism can sucessfully used with specific individuals.
Application-	demonstrate commitment to the preservation of human dignity by using the methods of constructive criticism described to criticize an actual or simulated staff member in a humane manner.

Performance:

f. supply another hiring official an objective account of your reasons for dismissing a former staff member if that official contacts you.

Sample Indicators:

Knowledge-	list the legal guidelines within which one must operate when supplying references on a dismissed employee to a potential employer.
Comprehension-	paraphrase, in an objective and legal manner, the reasons for which an employee was dismissed.
Application-	use the paraphrased reasons to provide a potential employer of a dismissed staff member with an objective account of the reason the former employee was dismissed.

Performance:

g. determine staff members' interests before establishing an in-service training program.

Sample Indicators:

Knowledge-	identify the perceived needs for in-service training of educational staff members.
Comprehension-	estimate a specific staff member's perceived needs for in-service training.

Value/Application- propose an in-service training program which you believe will meet specific staff members needs while being ready to modify your plan in order to better bring it in line with staff members' interests should the need arise.

Performance:

h. maintain staff morale particularly when there is disagreement among staff members concerning one or more aspects of the existing program or new programs being proposed.

Sample Indicators:

Knowledge- identify the viewpoints of staff members on some controversial aspect of an existing or proposed program.

Comprehension- convert the various viewpoints into objective statements that express the opinion of the various staff members.

Value/Application- describe ways in which decisions that are likely to create divergent staff member viewpoints can be made without causing loss of staff morale.

Organization- initiate a policy of due process designed to resolve staff disagreement with a minimum of morale loss.

Characterization- display commitment to the maintenance of staff morale by adhering to a policy which results in staff members always receiving due process even though there is disagreement as to the direction to be taken.

Performance:

i. foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.

Sample Indicators:

Knowledge- describe ways in which teachers can cooperate with other disciplines so as to broaden the learning experiences.

Comprehension- convert the selected means of cooperation into statements of practical application.

Value/Application- propose the initiation of the cooperative procedures which you have selected.
Organization- arrange a cooperative procedure that is acceptable to the majority of teachers.
Characterization- display belief in the desirability of cooperation by cooperating with other teachers and by rewarding staff members who practice cooperation with other disciplines so as to broaden learning experiences for students.

Performance:

j. create a climate in which staff members believe that their inquiries are welcomed by colleagues and support personnel alike, and do not represent shortcomings but a desire to learn.

Sample Indicators:

Knowledge- list the factors which affect the climate in which inquiries are interpreted by colleagues and support personnel.
Comprehension- give examples of ways to alter the climate in which inquiries are interpreted by colleagues and support personnel.
Value/Application- initiate a procedure designed to create a climate in which staff members believe their inquiries are welcomed.

Performance:

k. explain the position(s) of administrative bodies to staff members who resent or disagree with the position(s) taken.

Sample Indicators:

Knowledge- outline the position(s) that staff members resent or disagree with.
Comprehension- give examples that illustrate the reasons for the position(s) that staff members resent or disagree with.
Value/Application- justify the position(s) of administrative bodies to staff members who resent or disagree with the position(s) taken.

Selected References:

Bill Wesley Brown, *Casebook on Administration and Supervision in Industrial and Technical Education*. (Chicago: American Technical Society, 1970), pp. 1-66.

Homer C. Rose, The Development and Supervision of Training Programs (Chicago: American Technical Society, 1964), pp. 20-45.

M. J. Ruley, Leadership Through Supervision in Industrial Education (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 151-153; 190-197; 48-53.

Ronald W. Stadt, Raymond E. Bittle, Larry J. Kenneke and Dennis C. Nystrom, Managing Career Education Programs (Englewood Cliffs, N.J. Prentice-Hall, Inc., 1973), pp. 75-96.

State of Illinois, The School Code of Illinois(Springfield, Ill.: Office of the Superintendent of Public Instruction, 1974).

Adolf Unruh and Harold E. Turner, Supervision for Change and Inovation (Boston: Houghton Mifflin Co., 1970), pp. 149-174.

4

PROGRAM OPERATION

Objective: Place in operation all program components, staff, students and all other resources to provide a functional program which meets the needs of students and the community.

SCHEDULING STAFF 4.1

IDEAL CONDITIONS: Given knowledge of staff problems and sceduling difficulties the occupational education leader will be able to:

Performance:

a. identify methods of securing assistance from your staff in problems arising in program operation.

Sample Indicators:

Knowledge- list techniques for securing staff assistance concerning program operation, e.g., personal interview, written opinionnaire, suggestion box.

Comprehension- estimate the effectiveness of identified techniques for securing staff assistance.

Application- apply technique chosen to assess effectiveness.

Performance:

b. provide a safe, healthful environment which is conducive to staff members work.

Sample Indicators:

Knowledge- identify local, state, and federal standards which affect the workplace.

Comprehension- extend standards to include an assessment of perceived local environmental deficiencies.

Application- demonstrate his (affective) commitments to a safe, healthful environment by pointing out workplace deficiencies and proposing necessary remedies.

Performance:

c. balance work loads of staff members.

Samples Indicators:

Knowledge- outline control impinging upon staff work loads (e.g., school board policies, contract provisions) and describe individual staff members job interests and targets.

Comprehension- estimate individually and collectively the time requirements of each aspect of the staff members job.

Application- demonstrate to the satisfaction of the staff members involved that the staff loads are balanced and make public in writing the job assignments.

Performance:

d. utilize effective scheduling of staff members and facilities to afford maximum benefits.

Sample Indicators:

Knowledge- state his own personal and the local school district's standards concerning maximum benefits, e.g., cost-benefit data.

Comprehension- estimate potential output from staff and usage of facilities.

Application- compute least cost-maximum benefit ratio based on objective (organizational) and subjective (human) factors.

Selected References:

Raymond E. Bittle, Larry J. Kenneke, Dennis C. Nystrom, and Ronald W. Stadt, Managing Career Education Program (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1973), pp. 97-161.

Joseph A. Borgen and Dwight E. Davis, Illinois Occupational Curriculum Project (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 1.1; 1.2; 1.6; 2.9; 2.11; 3.1; 3.3.

Joseph A. Borgen and Dwight E. Davis, Planning, Implementing and Evaluating Career Preparation Programs (Bloomington, Ill.: McKnight, 1974), IDT1; IDT2; IDT6; DEV9; DEV11; IMP1; IMP3.

Bill Wesley Brown, Casebook on Administration and Supervision in Industrial and Technical Education (Chicago: American Technical Society, 1970), pp. 1-93.

Robert G. Owens, Organizational Behavior in School (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1970), pp.89-117.

Homer C. Rose, The Development and Supervision of Training Program (Chicago: American Technical Society, 1964), pp. 74-104; 136-171.

Adolph Unruh and Harold E. Turner, Supervision for Change and Inovation (Boston: Houghton Mifflin Co., 1970), pp. 236-275.

STUDENT TEACHERS 4.2

IDEAL CONDITIONS: Given information on student teaching, policies, regulations, and institutional objectives, the occupational education leader will be able to:

Performance:

a. assist supervising teachers in interpreting policies and regulations of the institution to student teachers.

Sample Indicators:

Knowledge-	identify applicable policies and regulations of the institution(s) which have student teachers in the local system and applicable policies and regulations of the local system.
Comprehension-	convert internal and external policies and regulations into a workable student teaching policy handbook.
Application-	produce for supervising teachers' use student teaching handbook and demonstrate its use.

Performance:

b. evaluate classroom instruction of the student teacher based on stated goals within the framework of the philosophy and goals of the institution.

Sample Indicators:

Knowledge-	identify philosophy and goals of the institution and the instructional goals of occupational programs.
Comprehension-	infer appropriate processes and outcomes from philosophy and goals.
Application-	identify processes and outcomes actually being achieved by supervising teachers and student teachers.
Analysis-	identify processes and outcomes which are not meeting the philosophies and goals of the cooperating institutions.
Synthesis-	devise a plan which will bring processes and outcomes in line with philosophies and goals.
Evaluation-	appraise the overall adequacy of student teachers' classroom instruction.

Performance:

c. identify performance standards for each task in an occupation with the staff members training students for that occupation.

Sample Indicators:

Knowledge-	list techniques and sources for analyzing tasks of various occupations.
Comprehension-	summarize essential tasks in each occupational area for which the system is preparing prospective teachers.

Application- prepare these summaries for use by teachers and student teachers.

Selected References:

Joseph A. Borgen and Dwight E. Davis, Illinois Occupational Curriculum Project (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 2.2; 2.3; 2.4; 2.11; 4.1; 4.2; 4.3.

Joseph A. Borgen and Dwight E. Davis, Planning Implementing and Evaluating Carrer Preparation Programs (Bloomington, Ill.: McKnight, 1974), DEV2; DEV3; DEV4; DEV11; EVL1; EVL2; EVL3.

Bill Wesley Brown, Casebook on Administration and Supervision in Industrial and Technical Education (Chicago: American Technical Society, 1970), pp. 58-66.

Homer C. Rose, The Development and Supervision of Training Program, (Chicago: American Technical Society, 1964), pp- 172-203.

M. J. Ruley, Leadership Through Supervision in Industrial Education (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 134-174.

Adolph Unruh and Harold E. Turner, Supervision for Change and Inovation (Boston: Houghton Mifflin Co., 1970), pp. 276-298.

ADVISORY COMMITTEES 4.3

IDEAL CONDITIONS: Given knowledge of working with advisory committees, institutional or community professionals, the occupational education leader will be able to:

Performance:

a. recruit businessmen, professionals, and technicians as resource persons for vocational classes.

Sample Indicators:

Knowledge- identify occupational clusters as a basis for forming advisory committees and potentially available committee members.

Comprehension- convert need for advisory committees in various occupational clusters and potential committee members into a proposal for board of education approval.

Application- recruit appropriate personnel for approved advisory committees.

Performance:

b. establish working relationships with advisory committee members.

Sample Indicators:

Knowledge- state basis for effective advisory committee/occupational education leader relationships.

Comprehension- generalize basis for effective relationships to specific advisory committees and committee members.

Application- work and operate effectively with advisory committee members.

Performance:

c. supervise the advisory committee in conducting a vocational education survey.

Sample Indicators:

Knowledge- define available survey techniques to advisory committee.

Comprehension- explain applicability of a given technique to a particular survey and give examples of its use.

Application- use selected survey techniques with advisory committee in conducting a vocational education survey.

Performance:

d. indicate resource persons who can provide consultation service to the advisory committee.

Sample Indicators:

Knowledge- identify advisory committee's function and list knowledgeable consultants for each of functions listed.

Comprehension- explain contributions a consultant could make to an advisory committee.

Application- produce a list of consultants and their services for an advisory committee.

Performance:

e. communicate the date, place, and agenda of an advisory committee meeting to all persons concerned.

Sample Indicators:

Knowledge-	select with advisory committee chairman's advise and consent the time, place, and agenda of a meeting.
Comprehension-	explain time, place, and agenda choice for a meeting.
Application-	communicate in writing time, place, and agenda choices to all persons concerned.

Performance:

f. collect occupational data from employers to identify vocational education needs.

Sample Indicators:

Knowledge-	list sources of occupational data and identify employment manpower needs of the larger community.
Comprehension-	interpret data available from pertinent sources, e.g., Department of Labor, student surveys, etc.
Application-	estimate need for vocational programs based on occupational manpower information and student interest.

Selected References:

Joseph A. Borgen and Dwight E. Davis, *Illinois Occupational Curriculum Project* (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 1.1; 1.3; 1.4; 4.2.

Joseph A. Borgen and Dwight E. Davis, *Planning, Implementing, and Evaluating Career Preparation Program* (Bloomington, Ill.: McKnight, 1974), IDT1; IDT3; IDT4; EVL2.

Bill Wesley Brown, *Casebook on Administration and Supervision in Industrial and Technical Education* (Chicago: American Technical Society, 1970), pp. 94-101.

Fred C. Finsterbach and William C. McNeice, *Creative Facilities Planning for Occupational Education* (Berkeley Heights, N.J.: Educare Associates, 1969), pp. 1:19-1:24.

State of Illinois, Board of Vocational Education and Rehibilitation, *Advisory Committees Organization and Use in Vocational and Technical Education* (Springfield, Ill.: Division of Vocational and Technical Education, n.d.).

DATA COLLECTION AND REPORTS 4.4

IDEAL CONDITIONS: Given a knowledge of special reports, data collection and educational surveys, the occupational education leader will be able to:

Performance:

a. organize reports into a concise form so that only the data related to the subject of the report is printed.

Sample Indicators:

Knowledge-	match subject of report with supporting data.
Comprehension-	interpret relevance of data to report subject through charts, graphs, tables, and written materials.
Application-	manipulate data and interpretations into a concise written report.

Performance:

b. accumulate data of vocational reports required by the state department of education.

Sample Indicators:

Knowledge-	list date required on current report forms.
Comprehension-	generalize the importance and implications of data required for current reports and possible other reports.
Application-	prepare data that current report forms require in an accessible file.

Performance:

c. obtain administrative approval for a vocational education survey.

Sample Indicators:

Knowledge-	outline proper route for obtaining administrative approval.
Comprehension-	explain to administrators at various levels the need for a vocational education.
Application-	modify survey based on purposeful administrative suggestions and procure the necessary administrative approval.

Performance:

d. design a concise, clear follow-up instrument which will furnish needed data and that is brief enough that participants will complete and return the instrument.

Sample Indicators:

Knowledge	describe the characteristics of an efficient and effective vocational follow-up instrument.
Comprehension-	extend the generalizations above (knowledge level) to instrument being prepared.
Application-	change instrument being prepared so that it conforms to the criteria for an efficient and effective follow-up instrument.

Selected Reference:

Max F. Baer and Edward C. Roeber, Occupational Information (Chicago: Science Research Associates, Inc., 1958), pp. 227-308.

Joseph A. Borgen and Dwight E. Davis, Illinois Occupational Curriculum Project (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 1.1; 1.2; 1.3; 1.4; 1.5; 2.1.

Joseph A. Borgen and Dwight E. Davis, Planning, Implementing and Evaluating Career Preparation Programs (Bloomington, Ill.: McKnight, 1974), IDT1; IDT2; IDT3; IDT5; DEV1.

Robert Hoppock, Occupational Information, (New York: McGraw Hill Book Co., Inc., 1963), pp. 202-222.

WORK PLACE SAFETY 4.5

IDEAL CONDITIONS: Given a knowledge of accident prevention, legal requirements, and student special needs, the occupational education leader will be able to:

Performance:

a. develop and communicate a safety program based on legal requirements and safety standards which will permit optimum utilization of equipment.

Sample Indicators:

Knowledge-	reproduce all applicable legal and rating agency standards for workplace safety.
Comprehension-	convert the standards into a workable safety program.
Application-	communicate and use the safety program in vocational education places of instruction.

Performance:

b. adapt existing instructional programs to students with special needs.

Sample Indicators:

Knowledge-	identify through survey of cumulative records, teacher recommendations, student comments, and other sources those special needs students.
Comprehension-	summarize the special needs students and translate these into programs.
Application-	modify curricula and instructional programs to accomodate the special needs students.

Selected References:

Rupert N. Evans, Foundations of Vocational Education (Columbus, Ohio: Charles E. Merrill Pub. Co., 1971), pp. 145-162.

Larry J. Kenneke, Dennis C. Nystrom and Ronald W. Stadt, Planning and Organizing Career Curriculula: Articulated Education (New York: Howard W. Sams & Co. Inc., 1973), pp. 263-311; 390-407.

Homer C. Rose, The Development and Supervision of Training Programs (Chicago: American Technical Society, 1964), pp. 15-33; 203-227.

M. J. Ruley, Leadership Through Supervision in Industrial Education (Blooming, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 100-106; 122-125.

CURRICULUM/TIME EVALUATION 4.6

IDEAL CONDITIONS: Given knowledge of vocational programs. scheduling of faculty and students the occupational education leader will be able to:

Performance:

a. evaluate content and time allotted for present courses and programs.

Sample Indicators:

Knowledge-	match complexity of courses and programs with assumed time requirements for teaching--daily, weekly, monthly, quarterly, yearly.
Comprehension-	convert each occupational area taught into proposed instructional segments, courses, sequences, etc.
Application-	compare proposed teaching time requirements with actual time allocated in the schedule.
Analysis-	point out discrepancies between proposed requirements and actual allocations.
Synthesis-	propose new schedule(s) to more nearly meet time requirements of all vocational offerings.
Evaluation-	appraise the adequacy of new schedule(s) in meeting time requirements of all vocational offerings.

Selected References:

Joseph A. Borgen and Dwight E. Davis, Illinois Occupational Curriculum Project (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 3.1; 3.2; 3.3.

Joseph A. Borgen and Dwight E. Davis, Planning, Implementing, and Evaluating Career Preparation Programs (Bloomington, Ill.: McKnight, 1974), IMP1; IMP2: IMP3.

Larry J. Kenneke, Dennis C. Nystrom, and Ronald W. Stadt, Planning and Organizing Career Curricula: Articulated Education (New York: Howard W. Sams & Co. Inc., 1973), pp. 245-359.

Homer C. Rose, The Development and Supervision of Training Programs (Chicago: American Technical Society, 1964), pp.228-251.

M. J. Ruley, Leadership Through Supervision in Industrial Education (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 100-125.

Adolph Unruh and Harold E. Turner, Supervision for Change and Inovation (Boston: Houghton Mifflin Co., 1970), pp. 276-284.

5

PROGRAM MANAGEMENT

Objective: Apply management techniques to all aspects of a total vocational program utilizing external and internal resources.

SUPERVISORY FUNCTIONS 5.1

IDEAL CONDITIONS: Given the knowledge of supervisory, delegative, and cooperative responsibilities and the means of their effective application with staff personnel, the occupational education leader will be able to:

Performance:

a. identify those staff members who are capable and willing to accept and carry out responsibilities delegated to them.

Sample Indicators:

Knowledge-	identify the responsibilities desired of staff members.

Comprehension-	explain why specific individuals are capable and willing to accept responsibility.
Application-	list those specific staff members who are capable and willing to accept responsibility.

Performance:

b. incorporate controversical issues when making a decision on one particular issue.

Sample Indicators:

Knowledge-	outline how to incorporate controversial issues as ingredients in decision making.
Comprehension-	explain the significance of each ingredient.
Application-	predict how incorporation of controversial issues will affect the final outcomes.

Performance:

c. utilize the skills of staff members in solving problems related to the vocational programs, and give due credit to the individuals involved.

Sample Indicators:

Knowledge-	state how to utilize the skills of staff members in solving these problems.
Comprehension-	give examples how to utilize staff members' skills and how to give the proper credit.
Application-	solve problems relating to effective working relationships by fact and the trial and error.

Performance:

d. establish an effective chain of command with a responsible supervisor at each level.

Sample Indicators:

Knowledge-	draw an organizational chart that reflects the organizational pattern of a specific school.
Comprehension-	distinquish how each billet functions in the organization outlined.
Application-	operate an effective chain of command with responsible supervision at each level.

Performance:

e. keep staff members clearly informed as to what is expected of them.

Sample Indicators:

Knowledge-	identify the duties and responsibilities of vocational education staff.
Comprehension-	explain the information needs of each billet.
Application	outline a means of insuring that each staff member has the information necessary to function.

Performance:

f. inform staff members of the accepted methods to be used in the resolution of grievances.

Sample Indicators:

Knowledge-	list means of settling grievances
Comprehension-	explain how the process works.
Application-	demonstrate the resolution of an actual or simulated grievance.

Performance:

g. settle grievances quickly after listening to all issues and positions.

Sample Indicators:

Knowledge-	outline a grievances procedure.
Comprehension-	explain how the procedure works.
Application-	settle actual or simulated grievance.

Performance:

h. secure maximum performance from staff members.

Sample Indicators:

Knowledge-	list habits to follow ~~in~~ securing the most efficient performance from the staff.
Comprehension-	explain how to achieve the maximum performance from his staff.
Application-	use the procedures describe to motivate staff.

Performance:

i. assist staff members in defining goals, task, and purposes of new programs as well as developing new approaches to instruction (team teaching, modular scheduling, etc.).

Sample Indicators:

Knowledge-	identify the goals, tasks, and purposes of developing new approaches to instruction.
Comprehension-	defend his selection.
Application-	prepare team teaching and modular scheduling that gives the members an improved new program.

Selected References:

Raymond E. Bittle, Larry J. Kenneke, Dennis C. Nystrom, and Ronald W. Stadt, Managing Career Education Programs (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973), pp.47-96.

Joseph A. Borgen and Dwight E. Davis. Planning, Implementing and Evaluating Career Preparation Programs (Bloomington, Ill.: McKnight, 1974), IDT1; IDT2; DEV6; DEV7; DEV8; DEV9; DEV11; IMP4; IMP5; IMP6; EVL2.

Joseph A. Borgen and Dwight E. Davis, Illinois Occupational Curriculum Project (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 1.1; 1.2; 2.6; 2.7; 2.8; 2.9; 2.11; 3.4; 3.5; 3.6; 4.2.

Bill Wesley Brown, Casebook on Administration and Supervision in Industrial and Technical Education (Chicago: American Technical Society, 1970), pp. 58-71.

Homer C. Rose, The Development and Supervision of Training Program (Chicago: American Technical Society, 1964), pp. 1-104.

M.J. Ruley, Leadership Through Supervision in Industrial Education (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 30-55.

Adolph Unruh and Harold E. Turner, Supervision for Change and Inovation (Boston: Houghton Mifflin Co., 1970), pp. 1-90.

OCCUPATIONAL PROGRAM FOLLOW-UP 5.2

IDEAL CONDITIONS: Given a school program and the procedures involved to effectively guide the student's learning and meeting of his goals, the occupational education leader will be able to:

Performance:

a. appraise the value of general education to vocational education.

Sample Indicators:

Knowledge-	define general education.
Comprehension-	explain the various schools of thought in general education.
Application-	show how general education relates to vocational students and study how to use data.

Performance:

b. appraise the value of various testing methods as a basis for counseling students.

Sample Indicators:

Knowledge-	list the major testing methods for counseling students.
Comprehension-	predict the value of testing methods as a basis for counseling students.
Application-	illustrate the validity of various testing methods as a basis for counseling students.

Performance:

c. evaluate programs on the basis of the progression of student behavior toward established goals.

Sample Indicators:

Knowledge-	list the suggested goals of the various programs under consideration.
Comprehension-	give examples of how to evaluate these goals.
Application-	predict the outcome of the evaluation based on recognized measurement.

Performance:

d. determine the reasons students drop out of the vocational program.

Sample Indicators:

Knowledge-	outline reasons for dropouts.
Comprehension-	explain these reasons based on the vocational field.
Application-	show the findings based on a representative sample study and explain how

improvements may be made.

Performance:

e. determine the need for follow-up study questionnaires.

Sample Indicators:

Knowledge-	define the need for graduate follow-up study.
Comprehension-	summarize the current status of graduate follow-up study and explore its validity in some specific school.
Application-	discover the degree of validity after checking findings and interpreting their importance.

Performance:

f. devise a system for continual follow-up information on the placement, employment, and training status of each graduate of the vocational program.

Sample Indicators:

Knowledge-	categorize and label the types of follow-up information needed.
Comprehension-	give examples of the various types of information related to each category.
Application-	prepare and produce a system that will provide even-flowing follow-up information in the various categories.

Performance:

g. motivate staff members to provide information to prospective students for all vocational offerings.

Sample Indicators:

Knowledge-	state the desirability of encouraging staff members to perform in indicated manner.
Comprehension-	explain how this motivation can be achieved.
Application-	produce positive ways to achieve this motivation.

Performance:

h. work with guidance personnel to develop occupational information describing local and national opportunities.

Sample Indicators:

Knowledge-	identify what occupational information is needed.
Comprehension-	give examples of how there can be a "meeting of the minds" with guidance personnel in this goal.
Application-	discover the proper working relationships and produce the necessary documents.

Performance:

i. suggest to teacher-coordinators methods of improving in-school and on-the-job cooperative vocational education instruction.

Sample Indicators:

Knowledge-	identify the major methods of improving in-school and on-the-job cooperative vocational education instruction.
Comprehension-	explain, in detail, to the teacher-coordinator the goals sought and suggest ways of achieving these.
Application-	demonstrate methods of improving in school and on the job cooperative vocational education.

Performance:

j. interpret the role of guidance, counseling, and placement in vocational education.

Sample Indicators:

Knowledge-	state the role of guidance counseling and placement in vocational education.
Comprehension-	give examples of what the stated role actually means in practice.
Application-	produce an in-depth analysis of the end results of this role.

Selected References:

Max F. Baer and Edward C. Roeber, *Occupational Information* (Chicago: Science Reasearch Associates, Inc., 1958).

Joseph A. Borgen and Dwight E. Davis, *Illinois Occupational Curriculum Project* (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 1.1; 2.10; 3.8; 4.2.

Joseph A. Borgen and Dwight E. Davis, *Planning, Implementing and Evaluating Career Preparation Programs* (Bloomington, Ill.: McKnight, 1974), IDT1; DEV10; IMP8; EVL2.

Henry Borow, *Career Guidance for a New Age* (Boston: Houghton Mifflin Co., 1973).

Robert Hoppock, *Occupational Information* (New York: McGraw-Hill Book Co., 1963).

Ralph E. Mason and Peter G. Haines, *Cooperative Occupational Education and Work Experience in Curriculum* (Danville, Ill.: The Interstate Printers & Pub., Inc., 1965)

Willa Norris, Franklin R. Zeran, Raymond N. Hatch and James R. Engel, *The Information Service in Guidance for Career Development and Planning* (Chicago: Rand McNally and Co., 1972).

Herman J. Peters and James C. Hansen, (eds.), *Vocational Guidance and Career Development* (New York: The Macmillan Co., 1966).

M. J. Ruley, *Leadership Through Supervision in Industrial Education* (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971). pp. 84-93.

State of Illinois, Board of Vocational Education, *An Articulated Guide for Cooperative Occupational Education* (Springfield, Ill.: Division of Vocational and Technical Education, 1974).

MANAGEMENT STYLE DEVELOPMENT 5.3

IDEAL CONDITIONS: Given the knowledge of management techniques the occupational education leader will be able to:

Performance:

a. define background information concerning controversial issues which require decisions.

Sample Indicators:

Knowledge- list the ingredients that might develop background information that may be used with controversial issues.

Comprehension-	estimate the adequacy of the background information produced.
Application-	demonstrate how the background information is obtained.

Performance:

b. interpret and apply federal legislation related to vocational education.

Sample Indicators:

Knowledge-	list the significant federal legislation related to vocational education.
Comprehension-	distinguish how significant legislation applies to specific problems at hand.
Application-	show how to relate each piece of legislation to the specific problems at hand.

Performance:

c. correlate job market, student interest, initial cost and ongoing cost related to existing or proposed specialized vocational programs within the vocational education program.

Sample Indicators:

Knowledge-	estimate the job market, student interest, initial and ongoing cost for a specific program.
Comprehension-	explain the derivation of the estimates.
Application-	compute the relationship among job market, student interest, and costs in the area.

Performance:

d. delagate authority to units or individuals nearest the point where the action takes place.

Sample Indicators:

Knowledge-	identify that authority which can and cannot be delegated.
Comprehension-	describe how authority can be delegated to units or individuals in specific situations.
Application-	delegate authority as needed for a specific situation.

Performance:

e. perceive evaluation of the program as the responsibility of students, staff members, administrators and outside agencies.

Sample Indicators:

Knowledge- list the responsibility each group has in evaluation .
Comprehension- explain the duties of students, staff members, administrators and outside agencies.
Application- modify the evaluation pattern so as to achieve efficiency in each specialized area.

Performance:

f. express and demonstrate a philosophy consistent with the objectives of vocational education.

Sample Indicators:

Knowledge- identify the objectives of vocational education.
Comprehension- distinguish between actions that are consistent and inconsistent as related to the objectives of vocational education.
Application- design a vocational program that has the potential to meet the objectives of vocational education.

Performance:

g. realize when he has made a mistake and profit from the experience.

Sample Indicators:

Knowledge- identify past mistakes that have been made.
Comprehension- explain why the mistake occured.
Application- plan a course of action to be undertaken if the situation resulting in a mistake being made reoccurs.

Performance:

h. examine controversial positions, make a decision and justify the position taken.

Sample Indicators:

Knowledge-	list controversial topics that have recently arisen and which have potential to affect a specific school.
Comprehension-	give examples of various positions that can be taken in a specific situation.
Application-	select a position most likely to result in a desired outcome and justify the choice of position.

Performance:

i. maintain ethical standards expected of a professional educator.

Sample Indicators:

Knowledge-	define "ethical standards" for a professional educator.
Comprehension-	defend the definition.
Application-	prepare a code of ethical standards that a professional educator can live with.

Performance:

j. devise a plan for survey staff to follow in conducting a vocational education survey.

Sample Indicators:

Knowledge-	list the steps necessary for the development of a vocational education survey.
Comprehension-	give examples of pertinent factors.
Application-	prepare a comprehensive guide for staff to use in conducting a vocational education survey.

Performance:

k. cooperate with fellow administrators in educational planning and decision making at the local level.

Sample Indicators:

Knowledge-	describe what type of cooperation is desirable and possible.

Comprehension-	explain the level and types of decisions that are desirable and possible.
Application-	produce a dialog that includes all parties and simulates their actions.

Performance:

1. select the most appropriate systems or procedure for each problem with which he is faced.

Sample Indicators:

Knowledge-	lable the various problem solving systems that are available in this situation.
Comprehension-	defend selections made in the classification.
Application-	predict from among the list, the one system that is most desirable and state why.

Selected References:

Raymond E. Bittle, Larry J. Kenneke, Dennis C. Nystrom and Ronald W. Stadt, *Managing Career Education Programs* (Englewood Cliffs, N. J.: Prentice-Hall Inc., 1973), pp.47-74; 97-161.

Joseph A. Borgen and Dwight E. Davis, *Illinois Occupational Curriculum Project* (Springfield,Ill.: Division of Vocational and Technical Education, 1972), 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 4.2.

Joseph A. Borgen and Dwight E. Davis, *Planning, Implementing and Evaluating Career Preparation Programs* (Bloomington, Ill.: McKnight, 1974), IDT1; IDT2; IDT3; IDT4; IDT5; IDT6; EVL2.

Bill Wesley Brown, *Casebook on Administration and Supervision in Industrial and Technical Education* (Chicago: American Technical Society, 1970), pp. 1-101.

Larry J. Kenneke, Dennis C. Nystrom and Ronald W. Stadt, *Planning and Organizing Career Curricula: Articulated Education* (New York: Howard W. Sams & Co., 1973), pp. 51-80.

Dennis C. Nystrom, *Occupational and Career Education Legislation* (New York: Howard W. Sams & Co., 1973).

Homer C. Rose, *The Development and Supervision of Training Programs* (Chicago: American Technical Society, 1964), pp. 1-104; 204-231.

M. J. Ruley, *Leadership Through Supervision in Industrial Education* (Bloomington, Ill.: McKnight & McKnight Pub.

Co., 1971), pp. 30-55; 144-145; 198-225.

Adolph Unruh and Harold E. Turner, Supervision for Change and Innovation (Boston: Houghton Mifflin Co., 1970), pp. 1-90; 276-298.

COMPLYING WITH LEGISLATION 5.4

IDEAL CONDITIONS: Given the procedures for establishing public relations and the ability to interpret and comply with legislation at the local, state and federal levels, the occupational education leader will be able to:

Performance:

a. utilize state office personnel anytime their expertise can assist in any facet of the vocational program.

Sample Indicators:

Knowledge-	list how state office personnel can assist in various facets of the vocational program.
Comprehension-	distinguish the various types of services that can be conducted by state office personnel.
Application-	predict the efficiency and adequacy of services by state office personnel.

Performance:

b. plan, schedule, execute and evaluate in-service training systematically.

Sample Indicators:

Knowledge-	identify the important ingredients of a desirable in-service program.
Comprehension-	explain the functioning of the plan and how the schedule works.
Application-	produce an in-service program and illustrate its evaluation.

Performance:

c. cooperate with state staff members in promoting, developing, sustaining and evaluating vocational programs.

Sample Indicators:

Knowledge-	outline a program for promoting, developing, sustaining, and evaluating vocational programs in cooperation with state staff members.
Comprehension-	distinguish the functions of promotion, development, sustaining, and evaluation--in the building of a working relationship with state staff members.
Application-	produce a working document that will provide the necessary cooperation and produce successful results.

Selected References:

Raymond E. Bittle, Larry J. Kenneke, Dennis C. Nystrom and Ronald W. Stadt, Managing Career Education Programs (Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1973), pp. 193-217.

Joseph A. Borgen and Dwight E. Davis, Illinois Occupational Curriculum Project (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 4.1; 4.2.

Larry J. Kenneke, Dennis C. Nystrom and Ronald W. Stadt, Planning and Organizing Career Curricula: Articulated Education (NewYork: Howard W. Sams & Co., Inc., 1973), pp. 82-113; 314-359.

Richard F. Meckley, Planning Facilities for Occupational Education Programs (Columbus, Ohio: Charles E. Merrill, Pub. Co., 1972), pp. 22-32.

Homer C. Rose, The Development and Supervision of Training Programs (Chicago: American Technical Society, 1964), pp. 204-231.

M. J. Ruley, Leadership Through Supervision in Industrial Education (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 198-225.

State of Illinois, Board of Vocational Education and Rehabilitation, State Plan for the Administration of Vocational and Technical Education (Springfield, Ill.: Division of Vocational and Technical Education, 1974), pp 23-26.

State of Illinois, Board of Vocational Education and Rehabilitation, Three Phase System for Statewide

Evaluation of Occupational Education Programs (Springfield, Ill.: Division of Vocational and Technical Education, n.d.).

Adolph Unruh and Harold E. Turner, Supervisior for Change and Inovation (Boston: Houghton Mifflin Co., 1970), pp. 91-125; 285-287.

6

MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES, AND EQUIPMENT

Objective: Prepare budgets and acquire and utilize facilities, supplies and equipment to their greatest advantage for the institution.

FACILITY AND EQUIPMENT BUDGETING 6.1

IDEAL CONDITIONS: Given the current budget, an inventory of present physical facilities and the curriculum, the occupational education leader will be able to:

Performance:

a. specify the long-range (5-year projection) facility, equipment and supply needs for the vocational education program.

Sample Indicators:

Knowledge-	list the facilities, equipment and supplies necessary to conduct each course offering.
Comprehension-	estimate the long-range facility, equipment, and supply needs.
Application-	prepare a long-range plan for facilities, equipment and supplies.

Performance:

b. prepare a long-range (5-year projection) budget which projects the financial needs of the total vocational education program.

Sample Indicators:

Knowledge-	outline the long-range requirements for the total occupational education program.

Comprehension- estimate the cost of instructional materials and instructional equipment; staff; instructional facilities; ancillory services.

Application- compute real cost and differential cost for the total occupational education program.

Performance:

c. plan an operating budget proposal for consumable supplies, services and materials needed in a vocational course.

Sample Indicators:

Knowledge- identify the sources of information that can supply accurate cost estimates for each course.

Comprehension- estimate the total cost of consumable supplies, services, and materials for each course.

Application- prepare an operating budget for consumable supplies, services, and materials for each course.

Performance:

d. prepare a capital outlay proposal for the vocational program.

Sample Indicators:

Knowledge- identify the sources of information that can supply accurate cost estimates.

Comprehension- summarize cost estimates for the total vocational program.

Application- compute a capital outlay budget for the total vocational program.

Performance:

e. prepare budgets based on anticipated income from federal, state, and local sources.

Sample Indicators:

Knowledge- identify sources of anticipated income.
Comprehension- give examples of funding formulas.
Application- compute anticipated income from available sources.

Performance:

f. file reimbursement claims with the Division of Vocational and Technical Education.

Sample Indicators:

Knowledge-	describe reimbursement claim procedures used by the Division of Vocational and Technical Education.
Comprehension-	summarize data required in filing reimbursement claims.
Application-	prepare reimbursement claims to be filed with the Division of Vocational and Technical Education.

Performance:

g. analyze capital outlay and projected funds needed to begin and continue a new vocational course or program.

Sample Indicators:

Knowledge-	list the capital hardware, software, and facilities required for a new course.
Comprehension-	estimate the cost of operating a new course.
Application-	prepare a budget based on the cost estimates for the new course.

Performance:

h. allow for flexibility in a budget for price changes, enrollment changes and new products.

Sample Indicators:

Knowledge-	identify budget items that may vary in price and know legal restrictions.
Comprehension-	give examples of budget items price variance.
Application-	predict the percentage the budget may vary.

Performance:

i. develop and implement a procedure for establishing priorities for use of funds and other available resources.

Sample Indicators:

Knowledge-	describe a procedure for establishing priorities for the use of funds.

Comprehension-	give an example of a method for establishing priorities for the use of funds.
Application-	prepare a list of priorities for the use of funds.

Performance:

j. verbalize and substantiate budgeting priorities, property, and accountability decisions you have made to appropriate persons at any time.

Sample Indicators:

Knowledge-	state the meaning of the terms: budgeting priorities, property, and accountability.
Comprehension-	give examples of how budgeting priorities, property, and accountability may be used.
Application-	prepare a statement explaining how decisions were made and what guidelines were followed concerning budgeting priorities, property, and accountability.

Selected References:

Raymond E. Bittle, Larry J. Kenneke, Dennis C. Nystrom and Ronald W. Stadt, *Managing Career Education Programs* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973), pp. 21-40.

Joseph A. Borgen and Dwight E. Davis, *Illinois Occupational Curriculum Project* (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 1.6;2.7; 3.2; 3.4; 3.5; 3.6.

Joseph A. Borgen and Dwight E. Davis, *Planning, Implementing, and Evaluating Career Preparation Programs* (Bloomington, Ill.: McKnight, 1974), IDT6; DEV7; IMP4; IMP5; IMP6.

Bill Wesley Brown, *Casebook on Administration and Supervision in Industrial and Technical Education* (Chicago: American Technical Society, 1970), pp. 67-71; 89-93.

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State of Illinois, Office of the Superintendent of Public Instruction, *The School Code of Illinois* (Springfield, Ill.: Office of the Superintendent of Public Instruction, 1974).

PURCHASING EQUIPMENT 6.2

IDEAL CONDITIONS: Given budgeting information and present needs of the vocational program, the occupational education leader will be able to:

Performance:

a. identify financial requirements for purchasing needed equipment.

Sample Indicators:

Knowledge-	list new equipment required to conduct the vocational program.
Comprehension-	estimate the cost of the new equipment.
Application-	write general bid conditions for the new equipment and secure estimates from several suppliers.

Performance:

b. arrange for additional vocational facilities to accomodate expanded enrollments and technological advancements related to the vocational program.

Sample Indicators:

Knowledge-	identify areas that need to be expanded.
Comprehension-	give examples of changes that require additional facilities.
Application-	prepare a plan for expanding facilities.

Performance:

c. identify various sources of securing needed equipment.

Sample Indicators:

Knowledge-	list the equipment needs of the vocational program.
Comprehension-	give examples of how to obtain needed equipment.
Application-	prepare a plan to identify various sources for securing needed equipment.

Performance:

d. design a procedure for acquiring the supplies and equipment needed in each vocational course.

Sample Indicators:

Knowledge-	identify the local institutional policies relative to purchasing needed equipment.
Comprehension-	estimate the amount of supplies and equipment needed in each vocational course.
Application-	prepare purchase specifications for needed supplies and equipment.

Performance:

e. identify new tools and equipment for the vocational programs during the current academic year.

Sample Indicators:

Knowledge-	outline a technique for analyzing new tools and equipment needs.
Comprehension-	explain how the technique for analyzing new tools and equipment needs is used
Application-	develop a procedure for identifying new tools and equipment needs.

Selected References:

Joseph A. Borgen and Dwight E. Davis, *Illinois Occupational Curriculum Project* (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 2.7; 2.9; 3.2; 3.5; 3.6.

Joseph A. Borgen and Dwight E. Davis, *Planning, Implementing and Evaluating Career Preparation Programs* (Bloomington, Ill.: McKnight, 1974), DEV7; DEV9; IMP2; IMP5; IMP6.

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Ronald W. Stadt, Raymond E. Bittle, Larry J. Kenneke and Dennis C. Nystrom, *Managing Career Education Programs* (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1973), pp. 204-205.

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UTILIZING PHYSICAL FACILITIES 6.3

IDEAL CONDITIONS: Given the floor plan of physical facilities the occupational leader will be able to:

Performance:

a. plan vocational laboratory layouts to gain maximum benefits from available space.

Sample Indicators:

Knowledge-	identify laboratory activities for each of the occupational program offerings.
Comprehension-	estimate the laboratory space required for each course.
Application-	produce a laboratory layout scale drawing with pertinent information noted.

Performance:

b. equip teaching stations to achieve the stated objectives for each program.

Sample Indicators:

Knowledge-	list equipment necessary to equip teaching stations to achieve program objectives.
Comprehension-	estimate the cost of required equipment.
Application-	purchase and install equipment in the teaching stations.

Selected References:

Joseph A. Borgen and Dwight E. Davis, *Illinois Occupational Curriculum Project* (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 2.7; 2.9; 3.4; 3.5.

Joseph A. Borgen and Dwight E. Davis, *Planning, Implementing and Evaluating Career Preparation Programs* (Bloomington, Ill.: McKnight, 1974), DEV7; DEV9; IMP4; IMP5.

Bill Wesley Brown, *Casebook on Administration and Supervision in Industrial and Technical Education* (Chicago: American Technical Society, 1970), pp. 67-71.

Fred C. Finsterbach and William C. McNeice, *Creative Facilities Planning for Occupational Education* (Berkeley Heights, N.J.: Educare Associates, 1969), pp. 4:1-4:8; 7:1-7:20: 8:1-8:51.

Richard F. Meckley, Planning Facilities for Occupational Education Programs (Columbus, Ohio: Charles E. Merrill, Pub. Co., 1972), pp. 85-127.

M.J. Ruley, Leadership Through Supervision in Industrial Education (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 77-84.

7

PUBLIC RELATIONS

Objectives: Analyze the overall structural aspect of the public relations and publicity network in order to: a) better evaluate sources and kinds of information available, b) better utilize the communication media to convey vital information to the various situationally involved groups and individuals throughout the community, and c) become personally involved in service groups.

ASCERTAINING PUBLIC OPINION 7.1

IDEAL CONDITIONS: Given the objectives of a community relations program and a number of general problems associated with occupational education, the occupational education leader will be able to:

Performance:

a. identify the makeup of the community before planning a program of school community relations.

Sample Indicators:

Knowledge-	list the various groups, (for example: civic, social, business, ethnic and industrial), which are present in the community.
Comprehension-	explain the backgrounds and functions of these groups.
Application-	predict the possible contributions of community groups and procedures for publicizing these contributions.

Performance:

b. obtain informal feedback on the vocational program through contacts with individuals in the school and community.

Sample Indicators:

Knowledge-	list target groups useful for the development or modification of a course or program.
Comprehension-	give examples of the information which will be gathered and explain its validity.
Application-	produce the results.

Performance:

c. evaluate the degree to which the objectives of community relations program have been met.

Sample Indicators:

Knowledge-	identify the objectives and acceptable standards of sucess.
Comprehension-	explain how student, faculty, and advisory committee evaluations will be utilized in preparing the overall report.
Application-	demonstrate how the results of evaluation may be used in assessing the degree in which the objectives have been met.

Performance:

d. ascertain and evaluate public opinion about vocational programs.

Sample Indicators:

Knowledge-	knows the opinions voiced by persons in the community regarding local vocational programs.
Comprehension-	explains the implications of voiced opinions.
Application-	determines the extent to which persons in the community are willing to back up their voiced opinions with action.

Selected References:

Joseph A. Borgen and Dwight E. Davis, *Illinois Occupational Curriculum Project* (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 1.1; 1.2; 1.3; 2.1; 2.2; 4.2.

Joseph A. Borgen and Dwight E. Davis, Planning, Implementing and Evaluating Career Preparation Programs (Bloomington, Ill.: McKnight, 1974), IDT1; IDT2; IDT3; DEV1; DEV2; EVL2.

Bill Wesley Brown, Casebook on Administration and Supervision in Industrial and Technical Education (Chicago: American Technical Society, 1970), pp. 72-78; 94-100.

Richard F.Meckley, Planning Facilities for Occupational Education Programs (Columbus, Ohio: Charles E. Merrill, Pub. Co., 1972), pp. 32-34.

Robert E. Norton, "Using Community Resources in Career Education: An Imperative, " in A.M. Gorman, M.S. Anderson and J. F. Clark (eds), Seventh Annual National Vocational and Technical Teacher Education: Seminar Proceedings (Columbus, Ohio: The Center for Vocational and Technical Education, 1974), pp. 59-69.

M. J. Ruley, Leadership Through Supervision in Industrial Education (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971), pp. 154-163.

Doris W. Ryan, John C. Walden, and Troy V. McKelvey, Monroe City; Its Setting and Demography (Columbus, Ohio: University Council for Educational Administration, n.d.) Book 2.

Ronald W. Stadt, Raymond E. Bittle, Larry J. Kenneke, and Dennis C. Nystrom, Managing Career Education Programs (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973), pp. 145-148.

PUBLICIZING OCCUPATIONAL PROGRAMS 7.2

IDEAL CONDITIONS: Given an outline of the purposes of occupational education and a description of the community, the occupational education leader will be able to:

Performance:

a. speak to school and community groups about the vocational program.

Sample Indicators:

Knowledge-	identify target community groups.
Comprehension-	summarize your thoughts and ideas about

the vocational program while organizing a speech text.

Application- present your speech to school and community groups.

Performance:

b. publicize the establishment of the advisory committee, its members and its function to the school and community.

Sample Indicators:

Knowledge- identify publicity targets and material to be publicized.

Comprehension- explain your selection and procedure to be invoked.

Application- implement the publicity program.

Performance:

c. communicate what is going on in business and industry to the school staff.

Sample Indicators:

Knowledge- identify what is going on in business and industry.

Comprehension- explain why what is going on is significant to the school.

Application- relate to the school staff what is going on in business and industry and the significance of these events to them and their vocational programs.

Performance:

d. publicize the purposes and objectives of a vocational education survey.

Sample Indicators:

Knowledge- identify the purposes and objectives of a vocational education survey.

Comprehension- explain publicity methods to be used.

Application- put into operation the publicity program designed above.

Performance:

e. use a variety of communication techniques on a carefully planned basis to influence public opinion.

Sample Indicators:

Knowledge-	identify suitable communications techniques.
Comprehension-	explain your means of deciding which techniques are best suited to the purpose.
Application-	demonstrate these techniques by operating the public relations program so as to influence public opinion.

Performance:

f. conduct public relations activities to reach external publics (merchants, businessmen, community organizations, professional organizations, etc.)

Sample Indicators:

Knowledge-	identify persons knowledgeable about target groups and persons who have conducted similar activities.
Comprehension-	consult with the people identified.
Application-	plan and conduct PR activities aimed to reach specific external publics.

Performance:

g. conduct public relations activities to reach internal publics (school administrators, teachers, guidance staff, and students).

Sample Indicators:

Knowledge-	identify persons knowledgeable about target groups and persons who have conducted similar activities.
Comprehension-	consult with the people identified.
Application-	plan and conduct th PR activities aimed to reach specific internal publics.

Performance:

h. write articles about newsworthy activities being carried on in the vocational program, for the news media.

Sample Indicators:

Knowledge-	identify newsworthy activities.
Comprehension-	explain why these activities are newsworthy.
Application-	write the articles, have them approved

by appropriate administrators and then submit them to appropriate news media.

Performance:

i. conduct an open house to familiarize members of the school and community with activities of the vocational program.

Sample Indicators:

Knowledge-	identify the objectives of an open house.
Comprehension-	explain your selection of activities to be conducted during the open house and follow through the planning stages.
Application-	conduct the open house.

Performance:

j. provide brochures to acquaint the school and community with various aspects of the vocational program.

Sample Indicators:

Knowledge-	identify the various aspects of a vocational program which may be included in a brochure.
Comprehension-	consult with people who have been involved in the production of similar types of publications.
Application-	write brochures, have them approved by the appropriate administrators and then submit for printing.

Selected References:

Joseph A. Borgen and Dwight E. Davis, *Illinois Occupational Curriculum Project* (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 1.1; 2.1; 2.2; 2.3; 2.4; 2.9; 3.8.

Joseph A. Borgen and Dwight E. Davis, *Planning, Implementing and Evaluating Career Preparation Programs* (Bloomington, Ill.: McKnight, 1974), IDT1; DEV1; DEV2; DEV3; DEV4; DEV9; IMP8.

Bill Wesley Brown, *Casebook on Administration and Supervision in Industrial and Technical Education* (Chicago: American Technical Society, 1970), pp. 72-78.

Fred C. Finsterbach and William C. McNeice, *Creative Facilities Planning for Occupational Education* (Berkeley Heights, N. J.: Educare Associates, 1969), pp. 1:1-1:24.

Robert E. Norton, "Using Community Resources in Career Education: An Imperative," in A. M. Gorman, M.S. Anderson and J. F. Clark (eds.), *Seventh Annual National Vocational and Technical Teacher Education Seminar Proceedings* (Columbus, Ohio: The Center for Vocational and Technical Education, 1974), pp. 59-69.

M. J. Ruley, *Leadership through Supervision in Industrial Education* (Bloomington, Ill.: McKnight & McKnight, Pub. Co., 1971), pp. 1-29; 154-163.

WORKING WITH THE COMMUNITY 7.3

IDEAL CONDITIONS: Given the description of the formal and informal power structure of the community, the occupational education leader will be able to:

Performance:

a. identify ways staff members can achieve community involvement which may build better public relations for vocational education.

Sample Indicators:

Knowledge-	list activities which may improve the community relations of vocational education.
Comprehension-	explain how these activities may improve community relations.
Application-	select several activities and prepare the framework of a PR program based around these activities.

Performance:

b. work with different racial and ethnic groups within the community.

Sample Indicators:

Knowledge-	define the racial and ethnic groups within the community.
Comprehension-	explain the present and potential involvement of these groups in relationship to vocational education programs.

Application- work with the groups to prepare a plan specifically designed to fulfill the PR (e.g. recruiting publicity) needs in this area.

Performance:

c. describe to the vocational education staff how they can improve their image by productively participating in community, civic, service, or social organizations.

Sample Indicators:

Knowledge- list community, civic, service, or social organizations.
Comprehension- explain the functions of the various groups.
Application- assist staff members to participate in appropriate organizations (extra-school).

Performance:

d. assist with community, business, and industry sponsored activities.

Sample Indicators:

Knowledge- list activities in which participation by vocational staff may serve the community, while acting as a PR function for the vocational program.
Comprehension- explain the functions of general or specialized voluntary community organizations.
Application- participate in community, business, and industry sponsored activities.

Performance:

e. identify supportive community service groups.

Sample Indicators:

Knowledge- list the various supportive community service groups.
Comprehension- estimate the support of related community service groups.
Application- describe the advantages of the activities, and merits of these groups.

Selected References:

Joseph A. Borgen and Dwight E. Davis, *Illinois Occupational Curriculum Project* (Springfield, Ill.: Division of Vocational and Technical Education, 1972), 1.1; 1.4.

Joseph Z. Borgen and Dwight E. Davis, *Planning, Implementing, and Evaluating Career Preparation Programs* (Bloomington, Ill.: McKnight, 1974), IDT1; IDT4.

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Fred C. Finsterback and William C. McNeice, *Creative Facilities Planning for Occupational Education* (Berkeley Heights, N.J.: Educare Associates, 1969), pp. 1:19-1:24.

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M. J. Ruley, *Leadership Through Supervision in Industrial Education* (Bloomington, Ill.: McKnight & McKnight Pub. Co., 1971),pp. 154-163.

Adolph Unruh and Harold E. Turner, *Supervision for Change and Innovation* (Boston: Houghton Mifflin Co., 1970), 178-181; 246.

PORTFOLIO

INTERN

Name,

Position,

Address,

Telephone,

Internship daily schedule:

COOPERATING ADMINISTRATOR

Name,

Position,

Address,

Telephone,

UNIVERSITY SUPERVISOR

Name,

Department,

Address,

Telephone,

OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT: A performance-based program designed to prepare occupational education leaders conducted at Southern Illinois University, Carbondale in cooperation with the State of Illinois Division of Vocational and Technical Education.

Preface

This portfolio is intended to serve as a blueprint for the future administrator as he studies and learns to master the 159 performances herein. Included are directions for use, a means of adapting this portfolio to an individual intern's unique learning situations, and a pre- and postassessment rating system designed to monitor student mastery of Occupational Leadership Performances.

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INTRODUCTION

Each internship has as its foundation a cooperative effort of a cooperating administrator, an occupational education administration intern, and a supervising university professor. Daily supervision is the role of the cooperating administrator who arranges participation for the intern's development of performance proficiency. The university provides classroom instruction and the supervising university professor provides coordination. In this way administrative theory is realistically integrated with administrative practice on a day to day basis.

The unique nature of each internship requires that a means for adapting the program to actual circumstances be provided. This portfolio helps realize that task by furnishing a framework of performance statements, a description of "ideal conditions" under which performances would ideally be learned, space for a cooperating administrator and intern to describe actual conditions as they exist, and a statement of the learning experiences which the intern has completed.

As part of a preassessment and postassessment system the intern indicates whether cognitive ability at the knowledge, comprehension, application, analysis, synthesis, or evaluation level (see page 2 for definitions of these terms) and effective learning at the receiving, responding, valuing, organization, or characterization level (see page for definitions of these terms) exists at the beginning of the internship or has been attained during the internship by writing the appropriate terms in the spaces provided. The date of preassessment is entered on the portfolio's first page (beginning of the program) and the date(s) of postassessment(s), mode of attainment, and importance to the intern are entered. The cooperating administrator certifies his concurrence by signing his name. Signature by the supervising university professor at the end of each block of instruction indicates that he concurs with the intern and cooperating local administrator regarding the student's having attained the stated level of performance proficiency.

An example of how this portfolio is designed to be used follows:

2.1a determine sources from which applications may be received, i.e., colleges and universities.

Actual Conditions: I have been asked to locate potential sources for an auto mechanics program to begin next fall.
Actual Performance: Auto mechanics teachers are prepared at Southern Illinois University (Carbondale).
Preassessment: Cognitive Knowledge Affective Receiving
Certification JB Mode on-the-job
Postassessment: Cognitive Application Affective Valuing
Date Achieved 7-15-74 Certification JB
Mode Internship Importance 1 2 [✓ 3] 4
none very

(continued)

2.1b determine alternate sources of employees such as neighboring schools and industry.

Actual Conditions: same as 2.1a.

Actual Performance: Tama High School, [illegible] Community College and International Motors have comparable auto mechanics programs.

Preassessment: Cognitive Knowledge Affective Receiving
Certification JB Mode methods

Postassessment: Cognitive Application Affective Valuing
Date Achieved 7-28-74 Certification JB
Mode Internship Importance 1 2 [✓ 3] 4
none very

A portfolio such as this squarely places the onus of competency development on the intern. Since the performances are clearly outlined at the beginning of the program their successful accomplishment becomes the intern's basic responsibility. To achieve a necessary competency, he can pursue internship activities, transfer (through a supervising university professor) competency development concerns into the classroom setting, attend workshops, or design his own activities for competency development. Continuing postassessments at levels of proficiency lower than application or valuing levels indicate that an intern is in need of help in competency development.

The following definitions are provided as an aid to interns, local cooperating administrators, and the supervising university professors as they evaluate and record an intern's progress in developing the necessary performance proficiencies.

Taxonomy of Cognitive Behaviors

KNOWLEDGE - Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

COMPREHENSION - Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

APPLICATION - Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

ANALYSIS - Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

SYNTHESIS - Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

EVALUATION - Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.

Taxonomy of Affective Behaviors

RECEIVING - Receiving refers to the student's willingness to attend to particular phenomena or stimuli (classroom activities, textbook, music, etc.). From a teaching standpoint, it is concerned with getting, holding, and directing the student's attention. Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.

RESPONDING - Responding refers to active participation on the part of the student. At this level he not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment).

VALUING - Valuing is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the more simple acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under "attitudes" and "appreciation" would fall into this category.

ORGANIZATION - Organization is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.

CHARACTERIZATION [By a Value or Value Complex] - At this level of the affective domain, the individual has a value system that has controlled his behavior for a sufficiently long time for him to have developed a characteristic "life style." Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.[1]

Modes of Delivery

ACADEMIC - course work, simulation, workshop

PRACTICAL - internship, on-the-job

---

[1] Gronlund, Norman. Stating Behavioral Objectives for Classroom Instruction. (Toronto, Canada: McMillan Company, 1970), p. 20.

1

PROGRAM PLANNING AND IMPLEMENTATION

Be responsible and accountable for promoting, developing, sustaining, and evaluating vocational education programs for a comprehensive high school system, an area secondary vocational center, or a community college.

1.1

OCCUPATIONAL PROGRAM PLANNING

IDEAL CONDITION: Given the task of planning a total vocational program, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:________

1.1a prepare a short-range and a long-range program plan for vocational education in the school.

Actual Conditions: ____________________

____

____

Actual Performance: ____________________

____

____

Preassessment: Cognitive, ________ Affective, ________

Certification, ________ Mode, ________

Postassessment: Cognitive, ________ Affective, ________

Date Achieved, ________ Certification, ________

Mode, ________ Importance, 1 2 3 4

none very

1.1b determine the occupations for which training is to be offered in the vocational program.

Actual Conditions: ____________________

____

____

Actual Performance: ____________________

____

____

Preassessment: Cognitive, ________ Affective, ________

Certification, ________ Mode, ________

Postassessment: Cognitive, ________ Affective, ________

Date Achieved, ________ Certification, ________

Mode, ________ Importance, 1 2 3 4

none very

1.1c analyze long-range course needs for the vocational program.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

1.1d identify the competencies needed for entry into an occupation.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

1.1e secure assistance from staff members in the preparation of the local plan.

Actual Conditions: ____

____

____

Actual Performance: _______________________________________

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, __________ Mode, ______________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, __________ Certification, ___________

Mode, _________________ Importance, 1 2 3 4
none very

1.1f submit a proposed program plan to the local administration based upon the results of a vocational education survey.

Actual Conditions: ____

____

____

Actual Performance: _______________________________________

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, __________ Mode, ______________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, __________ Certification, ___________

Mode, _________________ Importance, 1 2 3 4
none very

1.1g analyze job market, student interests, initial cost, and on-going cost related to existing or proposed specialized vocational programs.

Actual Conditions: ______________________________

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Actual Performance: ______________________________

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____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4 (1 none, 4 very)

1.1h write general objectives for a vocational education program.

Actual Conditions: ______________________________

____

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Actual Performance: ______________________________

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____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4 (1 none, 4 very)

1.1i determine manpower implications for vocational education.

Actual Conditions:____________________

____

____

Actual Performance:____________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,________ Mode,__________

Postassessment:Cognitive,__________ Affective,__________

Date Achieved,________ Certification,__________

Mode,__________ Importance, 1 2 3 4

none very

1.1j verbalize the economic implications for vocational education.

Actual Conditions:____________________

____

____

Actual Performance:____________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,________ Mode,__________

Postassessment:Cognitive,__________ Affective,__________

Date Achieved,________ Certification,__________

Mode,__________ Importance, 1 2 3 4

none very

1.1k secure the services of Federal and State agencies for program development.

Actual Conditions: ____

Actual Performance: ____

Preassessment: Cognitive, ____ Affective, ____

Certification, ____ Mode, ____

Postassessment: Cognitive, ____ Affective, ____

Date Achieved, ____ Certification, ____

Mode, ____ Importance, 1 2 3 4
none very

1.1l identify employment trends at the local, state, regional and national level.

Actual Conditions: ____

Actual Performance: ____

Preassessment: Cognitive, ____ Affective, ____

Certification, ____ Mode, ____

Postassessment: Cognitive, ____ Affective, ____

Date Achieved, ____ Certification, ____

Mode, ____ Importance, 1 2 3 4
none very

1.1m *identify changes in technology and equipment in industry relating* to existing vocational programs.

Actual Conditions: ______________________________

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____

Actual Performance: ______________________________

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____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

1.1n design relevant programs and courses that are reflective of constantly changing occupations.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

1.1o provide leadership in the identification of the vocational education purposes and how they relate to the objectives of the institution.

Actual Conditions:____________________

____

____

Actual Performance:____________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,__________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,__________ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

1.1p develop programs geared to the disadvantaged and special needs student.

Actual Conditions:____________________

____

____

Actual Performance:____________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,__________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,__________ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

1.1q develop and present a program to prospective students and the community which explains the vocational program available to them.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 none 2 3 4 very

1.1r apply the knowledge of state and federal legislation and its impact upon program planning.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 none 2 3 4 very

1.2

EXTERNAL RESOURCES & PLANNING

IDEAL CONDITION: Given the need for using external resources in program planning, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE: _______

1.2a enlist the aid of state employment office personnel, key figures in business and industry, state staff, and teacher-training institutions for program planning purposes.

Actual Conditions: ____

____

____

Actual Performance: ____

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ____________ Mode, ____________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ____________ Certification, ____________

Mode, ____________ Importance, 1 2 3 4
none very

1.2b consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.

Actual Conditions: ____

____

____

Actual Performance: ____

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ____________ Mode, ____________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ____________ Certification, ____________

Mode, ____________ Importance, 1 2 3 4
none very

1.2c identify the role and function of advisory committees and orient the committee to that role and function.

Actual Conditions:____

Actual Performance:____

Preassessment: Cognitive,__________ Affective,__________

Certification,__________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,__________ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

1.2d obtain school board authorization for organizing an advisory committee.

Actual Conditions:____

Actual Performance:____

Preassessment: Cognitive,__________ Affective,__________

Certification,__________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,__________ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

1.2e establish the criteria for and select advisory committee members.

Actual Conditions:______________________________

Actual Performance:______________________________

Preassessment: Cognitive,__________ Affective,__________

Certification,________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,________ Certification,________

Mode,__________ Importance, 1 2 3 4 (1 none, 4 very)

1.2f establish a working relationship with advisory committee members.

Actual Conditions:______________________________

Actual Performance:______________________________

Preassessment: Cognitive,__________ Affective,__________

Certification,________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,________ Certification,________

Mode,__________ Importance, 1 2 3 4 (1 none, 4 very)

1.2g enlist the aid of the advisory committee for long-range program planning purposes.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

1.2h use the expertise of the advisory committee in making an analysis of an occupational field.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

1.2i enlist the assistance of management and labor representatives to identify a variety of occupational opportunities.

Actual Conditions:______________________________

____

____

Actual Performance:______________________________

____

____

Preassessment: Cognitive,__________Affective,__________

Certification,________Mode,____________

Postassessment:Cognitive,__________Affective,__________

Date Achieved,________Certification,__________

Mode,______________Importance, 1 2 3 4
none very

1.3

ANALYZING OPERATIONAL PROGRAMS

IDEAL CONDITION: Given an operational occupational education program, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY CONCURRENCE: ______

1.3a develop a procedure for keeping all staff members informed about all vocational programs and courses.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4 (1 = none, 4 = very)

1.3b provide leadership for redesigning programs and courses as a result of an administrative edict.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4 (1 = none, 4 = very)

1.3c schedule staff and facilities for maximum program utilization.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ____________ Mode, ____________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ____________ Certification, ____________

Mode, ____________ Importance, 1 2 3 4
none very

1.3d seek agreements with community sources for providing additional program opportunities.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ____________ Mode, ____________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ____________ Certification, ____________

Mode, ____________ Importance, 1 2 3 4
none very

1.3e evaluate alternative instructional avenues in terms of benefit vs. cost.

Actual Conditions:____

____

____

Actual Performance:____

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,________ Mode,______________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,________ Certification,__________

Mode,______________ Importance, 1 2 3 4
none very

1.3f build flexibility into the vocational schedule so that students can change their level of training if justified.

Actual Conditions:____

____

____

Actual Performance:____

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,________ Mode,______________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,________ Certification,__________

Mode,______________ Importance, 1 2 3 4
none very

1.3g identify specific legal limitations effecting vocational students in hazardous occupations.

Actual Conditions:____

Actual Performance:____

Preassessment: Cognitive,__________ Affective,__________

Certification,______ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,______ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

1.3h analyze current and projected instructional needs.

Actual Conditions:____

Actual Performance:____

Preassessment: Cognitive,__________ Affective,__________

Certification,______ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,______ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

1.4

IMPROVING INSTRUCTION & CURRICULUM

IDEAL CONDITION: Given the need to improve instruction and modify program components, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE: _______

1.4a assess program direction in light of criteria provided through organizational patterns at the state and federal level.

Actual Conditions: ______________________

____

____

Actual Performance: ______________________

____

____

Preassessment: Cognitive, ________ Affective, ________

Certification, ________ Mode, ________

Postassessment: Cognitive, ________ Affective, ________

Date Achieved, ________ Certification, ________

Mode, ________ Importance, 1 2 3 4

none very

1.4b involve employers and labor representatives when evaluating vocational courses and programs.

Actual Conditions: ______________________

____

____

Actual Performance: ______________________

____

____

Preassessment: Cognitive, ________ Affective, ________

Certification, ________ Mode, ________

Postassessment: Cognitive, ________ Affective, ________

Date Achieved, ________ Certification, ________

Mode, ________ Importance, 1 2 3 4

none very

1.4c involve students, staff members, administrators and outside agencies in the evaluation of the vocational program.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, ________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, ________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

1.4d develop and implement a procedure for evaluating the total vocational program.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, ________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, ________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

2

STAFF RECRUITMENT

Analyze from a base of knowledge, sources of applicants and the requirements of each position, in terms of job specifications, professional preparation and interpersonal relations needed for a position.

2.1

WRITING JOB DESCRIPTIONS

IDEAL CONDITIONS: Given a packet of job descriptions, and other relevant data, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE: ________

2.1a determine sources from which applications may be received, i.e., colleges and universities.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ____________ Mode, ____________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ____________ Certification, ____________

Mode, ____________ Importance, 1 2 3 4
none very

2.1b determine alternate sources of employees such as neighboring schools and industry.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ____________ Mode, ____________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ____________ Certification, ____________

Mode, ____________ Importance, 1 2 3 4
none very

2.2

ANALYZING APPLICANT CREDENTIALS

IDEAL CONDITIONS: Given a set of credentials and data relevant to the position to be filled the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE, ______ 2.2a determine which person can meet present instructional needs.

Actual Conditions: ____

____

____

Actual Performance: ____

____

____

Preassessment: Cognitive, __________ Affective, ______________

Certification, ________ Mode, ______________

Postassessment: Cognitive, __________ Affective, ______________

Date Achieved, ________ Certification, ______________

Mode, ______________ Importance, 1 2 3 4

none very

2.2b predict candidate ability to meet future instructional needs.

Actual Conditions: ____

____

____

Actual Performance: ____

____

____

Preassessment: Cognitive, __________ Affective, ______________

Certification, ________ Mode, ______________

Postassessment: Cognitive, __________ Affective, ______________

Date Achieved, ________ Certification, ______________

Mode, ______________ Importance, 1 2 3 4

none very

2.2c determine the stability of the candidate, and the likelihood of providing stability to the staff.

Actual Conditions:______________________________

____

____

Actual Performance:_____________________________

____

____

Preassessment: Cognitive,__________Affective,__________

Certification,________Mode,____________

Postassessment:Cognitive,__________Affective,__________

Date Achieved,________Certification,__________

Mode,______________Importance,_1_ 2 3 _4_

none very

2.3

INTERVIEWING CANDIDATES

IDEAL CONDITIONS: Given training in the interview process the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE: ______

2.3a determine an applicant's perception of his role as an instructor.

Actual Conditions: ____

____

____

Actual Performance: ____

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ________ Mode, ____________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ________ Certification, ____________

Mode, ________________ Importance, 1 2 3 4
none very

2.3b depict the instructional responsibility of an open position.

Actual Conditions: ____

____

____

Actual Performance: ____

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ________ Mode, ____________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ________ Certification, ____________

Mode, ________________ Importance, 1 2 3 4
none very

2.3c assess an applicant's attitude toward himself during the interviewing.

Actual Conditions: ____________________

____

____

Actual Performance: ____________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 none 2 3 4 very

2.3d evaluate the feeling of the applicant about the importance of the position he seeks.

Actual Conditions: ____________________

____

____

Actual Performance: ____________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 none 2 3 4 very

2.4

CHOOSING STAFF MEMBERS

IDEAL CONDITIONS: After evaluating credentials and interviewing the applicant, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE: ______

2.4a choose the job applicant whose temperament, academic preparation, and professional attitude best suit the position open.

Actual Conditions: ____

____

____

Actual Performance: _______________________________________

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ________ Mode, ________________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ________ Certification, __________

Mode, ________________ Importance, 1 2 3 4

none very

2.4b hire paraprofessional staff members.

Actual Conditions: ____

____

____

Actual Performance: _______________________________________

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ________ Mode, ________________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ________ Certification, __________

Mode, ________________ Importance, 1 2 3 4

none very

3

PERSONNEL DEVELOPMENT AND MANAGEMENT

Stimulate the development of, establish, and evaluate the criteria and the processes by which faculty members may be evaluated, promoted, disciplined, and released through due process in order to assure the quality of the faculty and high faculty morale.

3.1

NEW STAFF ORIENTATION

IDEAL CONDITIONS: Given a group of new staff members the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:________

3.1a help new staff members acclimate themselves to the job and the community, especially the first few days.

Actual Conditions: ____________________

____

____

Actual Performance: ____________________

____

____

Preassessment: Cognitive, ________ Affective, ________

Certification, ________ Mode, ________

Postassessment: Cognitive, ________ Affective, ________

Date Achieved, ________ Certification, ________

Mode, ________ Importance, 1 2 3 4
none very

3.1b assist new staff members to understand the policies and regulations of the institution.

Actual Conditions: ____________________

____

____

Actual Performance: ____________________

____

____

Preassessment: Cognitive, ________ Affective, ________

Certification, ________ Mode, ________

Postassessment: Cognitive, ________ Affective, ________

Date Achieved, ________ Certification, ________

Mode, ________ Importance, 1 2 3 4
none very

3.2

STAFF IN-SERVICE

IDEAL CONDITIONS: Given staff needs, individual characteristics, a description of the educational environment and its budget, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE: _______

3.2a provide in-service training to serve individual needs of those being trained.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

3.2b develop and implement an in-service program for all staff members with special activities for beginning teachers.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment : Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

3.2c promote among staff members the desire for constructive interrelationships with students.

Actual Conditions:______________________________

____

____

Actual Performance:______________________________

____

____

Preassessment:	Cognitive,________	Affective,________
	Certification,______	Mode,__________
Postassessment:	Cognitive,________	Affective,________
	Date Achieved,______	Certification,______
	Mode,__________	Importance, 1 2 3 4 none very

3.2d encourage staff members to pursue academic and work experience to develop or up-date skills.

Actual Conditions:______________________________

____

____

Actual Performance:______________________________

____

____

Preassessment :	Cognitive,________	Affective,________
	Certification,______	Mode,__________
Postassessment:	Cognitive,________	Affective,________
	Date Achieved,______	Certification,______
	Mode,__________	Importance, 1 2 3 4 none very

3.2e explain to staff members in an objective manner where they are most qualified and where they are most lacking.

Actual Conditions: ____________________

____

____

Actual Performance: ____________________

____

____

Preassessment: Cognitive, ________ Affective, ________

Certification, ________ Mode, ________

Postassessment: Cognitive, ________ Affective, ________

Date Achieved, ________ Certification, ________

Mode, ________ Importance, 1 2 3 4

none very

3.2f plan with staff members for their continued professional growth through specific academic and non-academic experiences.

Actual Conditions: ____________________

____

____

Actual Performance: ____________________

____

____

Preassessment: Cognitive, ________ Affective, ________

Certification, ________ Mode, ________

Postassessment: Cognitive, ________ Affective, ________

Date Achieved, ________ Certification, ________

Mode, ________ Importance, 1 2 3 4

none very

3.3

ORGANIZATIONAL CLIMATE

IDEAL CONDITIONS: Given staff performances and accomplishments and the personality of staff members, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:________

3.3a identify factors which provide staff members with job satisfaction and dissatisfaction.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

3.3b state legal requirements for dismissal or failure to grant tenure to a staff member.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

3.3c inform a person when he is in danger of being dismissed and give him the opportunity to take steps to avoid dismissal.

Actual Conditions: ______________________________

Actual Performance: ______________________________

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

3.3d inform a person who is not to be rehired specific, concrete reasons for his dismissal.

Actual Conditions: ______________________________

Actual Performance: ______________________________

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

3.3e criticize a staff member without stripping him of his dignity.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

3.3f supply another hiring official an objective account of your reasons for dismissing a former staff member if that official contacts you.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

3.3g determine staff members' interests before establishing an in-service training program.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

3.3h maintain staff morale particularly when there is disagreement among staff members concerning one or more aspects of the existing program or new programs being proposed.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

3.3i foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.

Actual Conditions:

Actual Performance:

Preassessment: Cognitive, Affective,
Certification, Mode,

Postassessment: Cognitive, Affective,
Date Achieved, Certification,
Mode, Importance, 1 2 3 4
none very

3.3j create a climate in which staff members believe that their inquiries are welcomed by colleagues and support personnel alike, and do not represent shortcomings but a desire to learn.

Actual Conditions:

Actual Performance:

Preassessment: Cognitive, Affective,
Certification, Mode,

Postassessment: Cognitive, Affective,
Date Achieved, Certification,
Mode, Importance, 1 2 3 4
none very

3.3k explain the position(s) of administrative bodies to staff members who resent or disagree with the position(s) taken.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

4

PROGRAM OPERATION

Place in operation all program components, staff, students and all other resources to provide a functional program which meets the needs of students and the community.

4.1

SCHEDULING STAFF

IDEAL CONDITIONS: Given the knowledge of staff problems and scheduling difficulties the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:________

4.1a identify methods of securing assistance from your staff in problems arising in program operation.

Actual Conditions:______________________________

____

____

Actual Performance:______________________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,__________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,__________ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

4.1b provide a safe, healthful environment which is conducive to staff members work.

Actual Conditions:______________________________

____

____

Actual Performance:______________________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,__________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,__________ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

4.1c balance work loads of staff members.

Actual Conditions:______________________________

____

____

Actual Performance:______________________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,__________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,__________ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

4.1d utilize effective scheduling of staff members and facilities to afford maximum benefits.

Actual Conditions:______________________________

____

____

Actual Performance:______________________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,__________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,__________ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

4.2

STUDENT TEACHERS

IDEAL CONDITIONS: Given information on student teacher policies, regulations, and institutional objectives, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:________

4.2a assist supervising teachers in interpreting policies and regulations of the institution to student teachers.

Actual Conditions:____

Actual Performance :____

Preassessment : Cognitive,____________ Affective,____________

Certification,__________ Mode,____________

Postassessment:Cognitive,____________ Affective,____________

Date Achieved,__________ Certification,____________

Mode,____________ Importance, 1 2 3 4
none very

4.2b evaluate classroom instruction based on stated goals within the framework of the philosophy and goals of the institution.

Actual Conditions:____

Actual Performance:____

Preassessment: Cognitive,____________ Affective,____________

Certification,__________ Mode,____________

Postassessment:Cognitive,____________ Affective,____________

Date Achieved,__________ Certification,____________

Mode,____________ Importance, 1 2 3 4
none very

4.2c identify performance standards for each task in an occupation to the staff members training students for that occupation.

Actual Conditions:____

____

____

Actual Performance:____

____

____

Preassessment: Cognitive,____________Affective,____________

Certification,________Mode,________________

Postassessment: Cognitive,____________Affective,____________

Date Achieved,________Certification,____________

Mode,________________Importance, 1 2 3 4
none very

4.3

ADVISORY COMMITTEES

IDEAL CONDITIONS: Given knowledge of working with advisory committees, institutional or community professionals, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:________

4.3a recruit businessmen, professionals, and technicians as resource persons for vocational classes.

Actual Conditions:____

____

____

Actual Performance:____

____

____

Preassessment: Cognitive,____________ Affective,_______________

Certification,________ Mode,______________________

Postassessment: Cognitive,____________ Affective,_______________

Date Achieved,________ Certification,____________

Mode,__________________ Importance, 1 2 3 4

none very

4.3b establish working relationships with advisory committee members.

Actual Conditions:____

____

____

Actual Performance:____

____

____

Preassessment: Cognitive,____________ Affective,_______________

Certification,________ Mode,______________________

Postassessment: Cognitive,____________ Affective,_______________

Date Achieved,________ Certification,____________

Mode,__________________ Importance, 1 2 3 4

none very

4.3c supervise the advisory committee in conducting a vocational education survey.

Actual Conditions:____

____

____

Actual Performance:_______________________________________

____

____

Preassessment: Cognitive,__________Affective,__________

Certification,________Mode,____________

Postassessment: Cognitive,__________Affective,__________.

Date Achieved,________Certification,________

Mode,______________Importance, 1 none 2 3 4 very

4.3d indicate resource persons who can provide consultation service to the advisory committee.

Actual Conditions:____

____

____

Actual Performance:_______________________________________

____

____

Preassessment: Cognitive,__________Affective,__________

Certification,________Mode,____________

Postassessment: Cognitive,__________Affective,__________

Date Achieved,________Certification,________

Mode,______________Importance, 1 none 2 3 4 very

4.3e communicate the date, place, and agenda of an advisory committee meeting to all persons concerned.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

4.3f collect occupational data from employers to identify vocational education needs.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

4.4

DATA COLLECTION & REPORTS

IDEAL CONDITIONS: Given knowledge of special reports, data collection and educational surveys, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:_________

4.4a organize reports into a concise form so that only the data related to the subject of the report is printed.

Actual Conditions: ____________________

____

____

Actual Performance: ____________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

4.4b accumulate data of vocational reports required by the state department of education.

Actual Conditions: ____________________

____

____

Actual Performance: ____________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

4.4c obtain administrative approval for a vocational education survey.

Actual Conditions: ____________________

____

____

Actual Performance: ____________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

4.4d design a concise, clear follow-up instrument which will furnish needed data and that is brief enough that participants will complete and return the instrument.

Actual Conditions: ____________________

____

____

Actual Performance: ____________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

4.5

WORK PLACE SAFETY

IDEAL CONDITIONS: Given a knowledge of accident prevention, legal requirements, and student special needs, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:_________

4.5a develop and communicate a safety program based on legal requirements and safety standards which will permit optimum utilization of equipment.

Actual Conditions:______________________________

Actual Performance:______________________________

Preassessment: Cognitive,________ Affective,________

Certification,________ Mode,________

Postassessment: Cognitive,________ Affective,________

Date Achieved,________ Certification,________

Mode,________ Importance, 1 none 2 3 4 very

4.5b adapt existing instructional programs to students with special needs.

Actual Conditions:______________________________

Actual Performance:______________________________

Preassessment: Cognitive,________ Affective,________

Certification,________ Mode,________

Postassessment: Cognitive,________ Affective,________

Date Achieved,________ Certification,________

Mode,________ Importance, 1 none 2 3 4 very

4.6

CURRICULUM/TIME EVALUATION

IDEAL CONDITIONS: Given a knowledge of vocational programs, scheduling of faculty and students the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:________

4.6a evaluate content and time allotted for present courses and programs.

Actual Conditions:____

____

____

Actual Performance:_______________________________________

____

____

Preassessment: Cognitive,____________Affective,______________

Certification,________Mode,___________________

Postassessment: Cognitive,____________Affective,______________

Date Achieved,________Certification,____________

Mode,________________Importance, 1 2 3 4
none very

5

PROGRAM MANAGEMENT

Apply management techniques to all aspects of a total vocational program utilizing external and internal resources.

5.1

SUPERVISORY FUNCTIONS

IDEAL CONDITIONS: Given the knowledge of supervisory, delegative, and cooperative responsibilities and the means of their effective application with staff personnel, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE: ________

5.1a identify those staff members who are capable and willing to accept and carry out responsibilities delegated to them.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

5.1b incorporate controversial issues when making a decision on one particular issue.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

5.1c utilize the skills of staff members in solving problems related to the vocational programs, and give due credit to the individuals involved.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

5.1d establish an effective chain of command with a responsible supervisor at each level.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

5.1e keep staff members clearly informed as to what is expected of them.

Actual Conditions:____________________

____

____

Actual Performance:____________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,__________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,__________ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

5.1f inform staff members of the accepted methods to be used in the resolution of grievances.

Actual Conditions;____________________

____

____

Actual Performance:____________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,__________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,__________ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

5.1g settle grievances quickly after listening to all issues and positions.

Actual Conditions: ____

____

____

Actual Performance: ____

____

____

Preassessment: Cognitive, ____________ Affective, ______________

Certification, ________ Mode, ________________

Postassessment: Cognitive, ____________ Affective, ______________

Date Achieved, ________ Certification, ____________

Mode, ________________ Importance, 1 2 3 4

none very

5.1h secure maximum performance from staff members.

Actual Conditions: ____

____

____

Actual Performance: ____

____

____

Preassessment: Cognitive, ____________ Affective, ______________

Certification, ________ Mode, ________________

Postassessment: Cognitive, ____________ Affective, ______________

Date Achieved, ________ Certification, ____________

Mode, ________________ Importance, 1 2 3 4

none very

5.1i assist staff members in defining goals, tasks, and purposes of new programs as well as developing new approaches to instruction (team teaching, modular scheduling, etc.).

Actual Conditions:____

____

____

Actual Performance:_______________________________________

____

____

Preassessment: Cognitive,____________Affective,______________

Certification,_________Mode,____________________

Postassessment: Cognitive,____________Affective,______________

Date Achieved,_________Certification,____________

Mode,_________________Importance, 1 2 3 4

none very

5.2

OCCUPATIONAL PROGRAM FOLLOWUP

IDEAL CONDITIONS: Given a school program and the procedures involved to effectively guide the student's learning and meeting of his goals, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:_________

5.2a appraise the value of general education to vocational students.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

______ ______________________________

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

5.2b appraise the value of various testing methods as a basis for counseling students.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

5.2c evaluate programs on the basis of the progression of student behavior toward established goals.

Actual Conditions:______________________________________

Actual Performance:______________________________________

Preassessment: Cognitive, __________ Affective, __________

Certification, ________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, ________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

5.2d determine the reasons students drop out of the vocational program.

Actual Conditions:______________________________________

Actual Performance:______________________________________

Preassessment: Cognitive, __________ Affective, __________

Certification, ________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, ________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

5.2e determine the need for follow-up study questionnaires.

Actual Conditions:____

____

____

Actual Performance:____

____

____

Preassessment: Cognitive,____________ Affective,______________

Certification,________ Mode,______________

Postassessment: Cognitive,____________ Affective,______________

Date Achieved,________ Certification,____________

Mode,________________ Importance, 1 2 3 4

none very

5.2f devise a system for continual follow-up information on the placement, employment and training status of each graduate of the vocational program.

Actual Conditions:____

____

____

Actual Performance:____

____

____

Preassessment: Cognitive,____________ Affective,______________

Certification,________ Mode,______________

Postassessment: Cognitive,____________ Affective,______________

Date Achieved,________ Certification,____________

Mode,________________ Importance, 1 2 3 4

none very

5.2g motivate staff members to provide information to prospective students for all vocational offerings.

Actual Conditions: ____

____

____

Actual Performance: ____

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ________ Mode, ______________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ________ Certification, ____________

Mode, ________________ Importance, 1 2 3 4
none very

5.2h work with guidance personnel to develop occupational information describing local and national opportunities.

Actual Conditions: ____

____

____

Actual Performance: ____

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ________ Mode, ______________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ________ Certification, ____________

Mode, ________________ Importance, 1 2 3 4
none very

5.2i suggest to teacher-coordinators methods of improving in-school and on-the-job cooperative vocational education instruction.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

5.2j interpret the role of guidance, counseling and placement in vocational education.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

5.3

MANAGEMENT STYLE DEVELOPMENT

IDEAL CONDITIONS: Given the knowledge of management techniques, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:

5.3a define background information concerning controversial issues which require decisions.

Actual Conditions:____

____

____

Actual Performance:_______________________________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,________ Mode,____________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,________ Certification,__________

Mode,______________ Importance, 1 2 3 4
none very

5.3b interpret and apply federal legislation related to vocational education.

Actual Conditions:____

____

____

Actual Performance:_______________________________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,________ Mode,____________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,________ Certification,__________

Mode,______________ Importance. 1 2 3 4
none very

5.3c correlate job market, student interest, initial cost and on-going cost related to existing or proposed specialized vocational programs within the vocational education program.

Actual Conditions:____

____

____

Actual Performance:____

____

____

Preassessment: Cognitive,______________ Affective,______________

Certification,__________ Mode,______________________

Postassessment: Cognitive,______________ Affective,______________

Date Achieved,__________ Certification,______________

Mode,____________________ Importance, 1 2 3 4

none very

5.3d delegate authority to units or individuals nearest the point where the action takes place.

Actual Conditions:____

____

____

Actual Performance:____

____

____

Preassessment: Cognitive,______________ Affective,______________

Certification,__________ Mode,______________________

Postassessment: Cognitive,______________ Affective,______________

Date Achieved,__________ Certification,______________

Mode,____________________ Importance, 1 2 3 4

none very

5.3e perceive evaluation of the program as the responsibility of students, staff members, administrators and outside agencies.

Actual Conditions:____________________________________

Actual Performance:___________________________________

Preassessment: Cognitive,________ Affective,________

Certification,______ Mode,__________

Postassessment: Cognitive,________ Affective,________

Date Achieved,______ Certification,________

Mode,__________ Importance, 1 2 3 4
none very

5.3f express and demonstrate a philosophy consistent with the objectives of vocational education.

Actual Conditions:____________________________________

Actual Performance:___________________________________

Preassessment: Cognitive,________ Affective,________

Certification,______ Mode,__________

Postassessment: Cognitive,________ Affective,________

Date Achieved,______ Certification,________

Mode,__________ Importance, 1 2 3 4
none very

5.3g realize when he has made a mistake and profit from the experience.

Actual Conditions:____

____

____

Actual Performance:____

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,________ Mode,______________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,________ Certification,________

Mode,______________ Importance, 1 (none) 2 3 4 (very)

5.3h examine controversial positions, make a decision and justify the position taken.

Actual Conditions:____

____

____

Actual Performance:____

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,________ Mode,______________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,________ Certification,________

Mode,______________ Importance, 1 (none) 2 3 4 (very)

5.3i maintain ethical standards expected of a professional educator.

Actual Conditions:____________________________________

____

____

Actual Performance:___________________________________

____

____

Preassessment: Cognitive,____________ Affective,____________

Certification,_________ Mode,_______________

Postassessment: Cognitive,____________ Affective,____________

Date Achieved,_________ Certification,__________

Mode,________________ Importance, 1 2 3 4
none very

5.3j devise a plan for survey staff to follow in conducting a vocational education survey.

Actual Conditions:____________________________________

____

____

Actual Performance:___________________________________

____

____

Preassessment: Cognitive,____________ Affective,____________

Certification,_________ Mode,_______________

Postassessment: Cognitive,____________ Affective,____________

Date Achieved,_________ Certification,__________

Mode,________________ Importance, 1 2 3 4
none very

5.3k cooperate with fellow administrators in educational planning and decision making at the local level.

Actual Conditions. ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ________ Mode, ____________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ________ Certification, ____________

Mode, ________________ Importance, 1 2 3 4

none very

5.3l select the most appropriate system or procedure for each problem with which he is faced.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, ____________ Affective, ____________

Certification, ________ Mode, ____________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, ________ Certification, ____________

Mode, ________________ Importance, 1 2 3 4

none very

5.4

COMPLYING WITH LEGISLATION

IDEAL CONDITIONS: Given the procedures for establishing public relations and the ability to interpret and comply with legislation at the local, state, and federal levels, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:________

5.4a utilize state office personnel anytime their expertise can assist in any facet of the vocational program.

Actual Conditions:____________________

Actual Performance:____________________

Preassessment: Cognitive,________ Affective,________

Certification,________ Mode,________

Postassessment: Cognitive,________ Affective,________

Date Achieved,________ Certification,________

Mode,________ Importance, 1 2 3 4
none very

5.4b plan, schedule, execute and evaluate in-service training systematically.

Actual Conditions:____________________

Actual Performance:____________________

Preassessment: Cognitive,________ Affective,________

Certification,________ Mode,________

Postassessment: Cognitive,________ Affective,________

Date Achieved,________ Certification,________

Mode,________ Importance, 1 2 3 4
none very

5.4c cooperate with state staff members in promoting, developing, sustaining and evaluating vocational programs.

Actual Conditions:____

____

____

Actual Performance:_______________________________________

____

____

Preassessment: Cognitive,______________Affective,______________

Certification,__________Mode,______________

Postassessment:Cognitive,______________Affective,______________

Date Achieved,__________Certification,____________

Mode,__________________Importance, 1 2 3 4

none very

6

MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES AND EQUIPMENT

Prepare budgets and acquire and utilize facilities, supplies and equipment to their greatest advantage for the institution.

6.1

FACILITY & EQUIPMENT BUDGETING

IDEAL CONDITIONS: Given the current budget, an inventory of present physical facilities and the curriculum, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE: ________

6.1a specify the long range facility, equipment and supply needs for the vocational education program.

Actual Conditions:____________________

____

____

Actual Performance:____________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,__________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,__________ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

6.1b prepare a long-range budget which projects the financial needs of the total vocational education program.

Actual Conditions:____________________

____

____

Actual Performance:____________________

____

____

Preassessment: Cognitive,__________ Affective,__________

Certification,__________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,__________ Certification,__________

Mode,__________ Importance, 1 2 3 4
none very

6.1c plan an operating budget proposal for consumable supplies, services and materials needed in a vocational course.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

6.1d prepare a capital outlay budget proposal for the total vocational program.

Actual Conditions: ______________________________

____

____

Actual Performance: ______________________________

____

____

Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

6.1e prepare budgets based on anticipated incomes from federal, state and local sources.

Actual Conditions: ____________________

____

____

Actual Performance: ____________________

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Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

6.1f file reimbursement claims with the Division of Vocational and Technical Education.

Actual Conditions: ____________________

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Actual Performance: ____________________

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Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

6.1g analyze capital outlay and projected funds needed to begin and continue a new vocational course or program.

Actual Conditions: ____________________

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Actual Performance: ____________________

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Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

6.1h allow for flexibility in a budget for price changes, enrollment changes and new products.

Actual Conditions: ____________________

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Actual Performance: ____________________

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Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

6.1i develop and implement a procedure for establishing priorities for the use of funds and other available resources.

Actual Conditions:

Actual Performance:

Preassessment: Cognitive, Affective,

Certification, Mode,

Postassessment: Cognitive, Affective,

Date Achieved, Certification,

Mode, Importance, 1 2 3 4
none very

6.1j verbalize and substantiate budgeting priorities, property and accountability decisions you have made to appropriate persons at any time.

Actual Conditions:

Actual Performance:

Preassessment: Cognitive, Affective,

Certification, Mode,

Postassessment: Cognitive, Affective,

Date Achieved, Certification,

Mode, Importance, 1 2 3 4
none very

6.2

PURCHASING EQUIPMENT

IDEAL CONDITIONS: Given the necessary budgetary information and present needs of the vocational program, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:________

6.2a identify financial requirements for purchasing needed equipment.

Actual Conditions:____________________

Actual Performance:____________________

Preassessment: Cognitive,________ Affective,________
Certification,________ Mode,________
Postassessment: Cognitive,________ Affective,________
Date Achieved,________ Certification,________
Mode,________ Importance, 1 none 2 3 4 very

6.2b arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements related to the vocational program.

Actual Conditions:____________________

Actual Performance:____________________

Preassessment: Cognitive,________ Affective,________
Certification,________ Mode,________
Postassessment: Cognitive,________ Affective,________
Date Achieved,________ Certification,________
Mode,________ Importance, 1 none 2 3 4 very

6.2c identify various sources of securing needed equipment.

Actual Conditions:______________________________

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Actual Performance:______________________________

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Preassessment: Cognitive,__________ Affective,__________

Certification,________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,________ Certification,________

Mode,______________ Importance, 1 2 3 4
none very

6.2d design a procedure for acquiring the supplies and equipment needed in each vocational course.

Actual Conditions:______________________________

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Actual Performance:______________________________

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Preassessment: Cognitive,__________ Affective,__________

Certification,________ Mode,__________

Postassessment: Cognitive,__________ Affective,__________

Date Achieved,________ Certification,________

Mode,______________ Importance, 1 2 3 4
none very

6.2e identify new tools and equipment needed for the vocational program during the current academic year.

Actual Conditions:____

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Actual Performance:____

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Preassessment: Cognitive,____________ Affective,____________

Certification,__________ Mode,________________

Postassessment: Cognitive,____________ Affective,____________

Date Achieved,__________ Certification,__________

Mode,__________________ Importance, 1 2 3 4
none very

6.3

UTILIZING PHYSICAL FACILITIES

IDEAL CONDITIONS: Given the floor plan of physical facilities the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:__________

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6.3a plan vocational laboratory layouts to gain maximum benefits from available space.

Actual Conditions:____

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Actual Performance:_______________________________________

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Preassessment: Cognitive,____________ Affective,____________

Certification,__________ Mode,______________

Postassessment: Cognitive,____________ Affective,____________

Date Achieved,__________ Certification,____________

Mode,________________ Importance, 1 2 3 4
none very

6.3b equip teaching stations to achieve the stated objectives for each program.

Actual Conditions:____

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Actual Performance:_______________________________________

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Preassessment: Cognitive,____________ Affective,____________

Certification,__________ Mode,______________

Postassessment: Cognitive,____________ Affective,____________

Date Achieved,__________ Certification,____________

Mode,________________ Importance, 1 2 3 4
none very

7

PUBLIC RELATIONS

Analyze the overall structural aspect of the public relations and publicity network in order to: a) better evaluate sources and kinds of information available, b) better utilize the communication media to convey vital information to the various situationally involved groups and individuals throughout the community, and c) become personally involved in service groups.

7.1

ASCERTAINING PUBLIC OPINION

IDEAL CONDITIONS: Given a number of general problems associated with occupational education, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:_________

7.1a identify the make-up of the community before planning a program of school-community relations.

Actual Conditions: ________

Actual Performance: ________

Preassessment: Cognitive, ________ Affective, ________

Certification, ________ Mode, ________

Postassessment: Cognitive, ________ Affective, ________

Date Achieved, ________ Certification, ________

Mode, ________ Importance, 1 2 3 4
none very

7.1b obtain informal feedback on the vocational program through contacts with individuals in the school and community.

Actual Conditions: ________

Actual Performance: ________

Preassessment: Cognitive, ________ Affective, ________

Certification, ________ Mode, ________

Postassessment: Cognitive, ________ Affective, ________

Date Achieved, ________ Certification, ________

Mode, ________ Importance, 1 2 3 4
none very

7.1c evaluate the degree to which the objectives of the community relations program have been met.

Actual Conditions: ____

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Actual Performance: ____

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Preassessment: Cognitive, __________ Affective, __________

Certification, ________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, ________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

7.1d ascertain and evaluate public opinion about vocational programs.

Actual Conditions: ____

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Actual Performance: ____

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Preassessment: Cognitive, __________ Affective, __________

Certification, ________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, ________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

7.2

PUBLICIZING OCCUPATIONAL PROGRAMS

IDEAL CONDITIONS: Given an outline of the purposes of occupational education and a description of the community, the occupational education leader will be able to:

UNIVERSITY SUPERVISOR, COMMENTARY/CONCURRENCE:__________

7.2a speak to school and community groups about the vocational program.

Actual Conditions: ________________________________

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Actual Performance: ________________________________

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Preassessment: Cognitive, ____________ Affective, ____________

Certification, __________ Mode, ______________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, __________ Certification, __________

Mode, ________________ Importance, 1 2 3 4
none very

7.2b publicize the establishment of the advisory committee, its members and its functions to the school and community.

Actual Conditions: ________________________________

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Actual Performance: ________________________________

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Preassessment: Cognitive, ____________ Affective, ____________

Certification, __________ Mode, ______________

Postassessment: Cognitive, ____________ Affective, ____________

Date Achieved, __________ Certification, __________

Mode, ________________ Importance, 1 2 3 4
none very

7.2c communicate what is going on in business and industry to the school staff.

Actual Conditions:____

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Actual Performance:_______________________________________

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Preassessment: Cognitive,__________Affective,____________

Certification,______Mode,__________________

Postassessment: Cognitive,__________Affective,____________

Date Achieved,______Certification,____________

Mode,______________Importance, 1 2 3 4
none very

7.2d publicize the purposes and objectives of a vocational education survey.

Actual Conditions:____

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Actual Performance:_______________________________________

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Preassessment: Cognitive,__________Affective,____________

Certification,______Mode,__________________

Postassessment: Cognitive,__________Affective,____________

Date Achieved,______Certification,____________

Mode,______________Importance, 1 2 3 4
none very

7.2e use a variety of communication techniques on a carefully planned basis to influence public opinion.

Actual Conditions: ______________________________

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Actual Performance: ______________________________

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Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

7.2f conduct public relations activities to reach external publics (merchants, businessmen, community organizations, professional organizations, etc.).

Actual Conditions: ______________________________

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Actual Performance: ______________________________

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Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

7.2g conduct public relations activities to reach internal publics (school administrators, teachers, guidance staff, and students).

Actual Conditions: ____________________

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Actual Performance: ____________________

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Preassessment: Cognitive, ________ Affective, ________

Certification, ________ Mode, ________

Postassessment: Cognitive, ________ Affective, ________

Date Achieved, ________ Certification, ________

Mode, ________ Importance, 1 2 3 4

none very

7.2h write articles about newsworthy activities being carried on in the vocational program, for the news media.

Actual Conditions: ____________________

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Actual Performance: ____________________

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Preassessment: Cognitive, ________ Affective, ________

Certification, ________ Mode, ________

Postassessment: Cognitive, ________ Affective, ________

Date Achieved, ________ Certification, ________

Mode, ________ Importance, 1 2 3 4

none very

7.2i conduct an open house to familiarize members of the school and the community with activities of the vocational program.

Actual Conditions:____

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Actual Performance:_______________________________________

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Preassessment: Cognitive,__________ Affective,_______________
Certification,_______ Mode,____________________
Postassessment: Cognitive,__________ Affective,_______________
Date Achieved,_______ Certification,_____________
Mode,______________ Importance, 1 none 2 3 4 very

7.2j provide brochures to acquaint the school and community with various aspects of the vocational program.

Actual Conditions:____

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Actual Performance:_______________________________________

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Preassessment: Cognitive,__________ Affective,_______________
Certification,_______ Mode,____________________
Postassessment: Cognitive,__________ Affective,_______________
Date Achieved,_______ Certification,_____________
Mode,______________ Importance, 1 none 2 3 4 very

7.3

WORKING WITH THE COMMUNITY

IDEAL CONDITIONS: Given the description of the formal and informal power structure of the community, the occupational education leader will be able to:

UNIVERISITY SUPERVISOR, COMMENTARY/CONCURRENCE: ________

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7.3a identify ways staff members can achieve community involvement which will build better public relations for vocational education.

Actual Conditions: ____

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Actual Performance: ____

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Preassessment: Cognitive, __________ Affective, __________

Certification, ________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, ________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

7.3b work with different racial and ethnic groups within the community.

Actual Conditions: ____

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Actual Performance: ____

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Preassessment: Cognitive, __________ Affective, __________

Certification, ________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, ________ Certification, __________

Mode, __________ Importance, 1 2 3 4
none very

7.3c describe to vocational education staff members how they can improve their image by productively participating in community, civic, service or social organizations.

Actual Conditions: ____________________

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Actual Performance: ____________________

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Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

7.3d assist with community, business and industry sponsored activities.

Actual Conditions: ____________________

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Actual Performance: ____________________

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Preassessment: Cognitive, __________ Affective, __________

Certification, __________ Mode, __________

Postassessment: Cognitive, __________ Affective, __________

Date Achieved, __________ Certification, __________

Mode, __________ Importance, 1 2 3 4

none very

7.3e identify supportive community service groups.

Actual Conditions:____

____

____

Actual Performance:_______________________________________

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Preassessment: Cognitive,__________ Affective,_______________

Certification,_______ Mode,____________________

Postassessment: Cognitive,__________ Affective,_______________

Date Achieved,_______ Certification,_____________

Mode,_______________ Importance, 1 2 3 4
none very